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ABSTRACT

This curriculum guideline provides suggestions for the organization of courses of study in Core French programs at all levels from kindergarten to grade 9. The aim of the Core French programs, as distinguished from extended and immersion programs, is to provide opportunities for students to develop communication skills in French, an understanding of how language functions, and a sensitivity to people and culture. Organizational principles only are provided, which local boards can use for programs beginning at any level having from 60 to 120 hours of instruction per year. The volume outlines policy for the programs (rationale, goals, objectives, language skills, levels of difficulty, and articulation); program content (structures, generalizations, and vocabulary topics); techniques (questioning, correction, listening and speaking activities, reading, writing, teaching structure, teaching culture, grouping procedures, and references); and evaluation (principles, types, reporting procedures, evaluating attitudes, program evaluation, and references). Outlines of developmental stages for early, middle, and later childhood and preadolescence and their implications for language-learning are appended. Lists of references for teacher and student use and a glossary are also included. (MSE)

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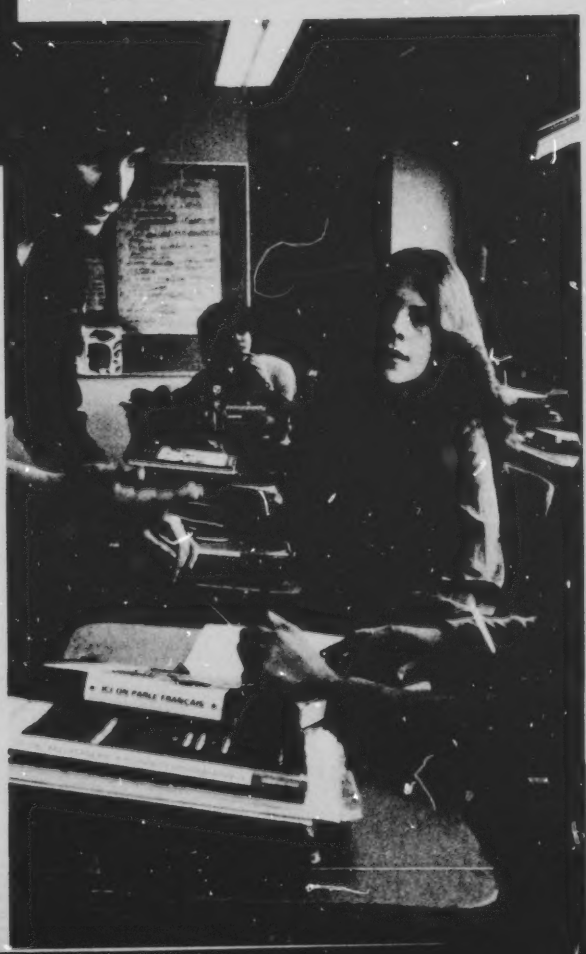
French, Core Programs 1980

Curriculum Guideline for the Primary, Junior, Intermediate, and Senior Divisions



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I. Policy

Introduction and Rationale

This guideline supersedes the following Ontario Ministry of Education French guidelines:

- *Curriculum I. and S. 15, 1961* (the French section)
- *Curriculum RP-15, 1962*
- *Curriculum I-15A(7), 1966*
- *Curriculum I-15A(8), 1966*
- *Curriculum I-15A(9-10), 1968*
- *Curriculum S.15A(13), 1968*
- *Curriculum S.15A(11-12), 1970*

It provides guidance for the organization of courses of study in Core French programs in the Primary, Junior, Intermediate, and Senior divisions. Where a school board offers a Core French program at the elementary-school level, the student's program must be continuous from its starting grade. The full participation of all the pupils enrolled in the grades involved is normally required. Any exceptions might include a very few individuals whose interests in the opinion of their parents or guardians, after consultation with the principal, are best served by exemption. Pupils with special needs should participate, if it is to their advantage. School principals and counsellors are encouraged to bring to the attention of the students and their parents the benefits of developing competence in both English and French.

The study of French is important to Ontario students. The significance of French was recognized in the Ministry publication *Teaching and Learning French as a Second Language: A New Program for Ontario Students,* April 18, 1977, which described three types of programs: Core, Extended, and Immersion. These programs, of different degrees of intensity, are designed to achieve varying levels of proficiency, according to the particular interests, abilities, and career plans of individual students.

It is the aim of Core French programs to provide opportunities for students to develop communication skills in French, an understanding of how language functions, and a sensitivity to culture and to people. Core programs are not designed to make students fully bilingual; rather, they offer students a valuable educational experience and the opportunity to develop a basic usable command of the language, which can be expanded through further study or contact with French-speaking people.

This guideline outlines organizational principles for Core programs only. Boards may choose to begin these programs in any grade from Kindergarten to Grade 9, and may provide, in Kindergarten to Grade 8, from 60 to 120 hours of instruction per year. Each school board determines a common starting point and time allotment for Core French programs for all students in its jurisdiction.

The resultant differences among boards in the length of sequence of the program and the total time provided for it will necessarily influence the expectations that can be established for student achievement.

School boards and teachers must plan curricula to suit their own situations. The development of detailed courses of study appropriate to the starting grade and time allocation in individual school boards and congruent with this guideline is a local responsibility. This document is a guide for planning, not a detailed plan for teaching.

The chart below indicates those components of French programs that are variable and those that will be common to all programs:

Component	Applicability
Goals	These apply to every French as a second language program in Ontario schools.
Aims	These apply to every Core French program.
Objectives	The range of objectives and their depth of treatment will vary according to the length of sequence and level of course. Suggested points of introduction for objectives are indicated in the guideline.
Content	The number of structures and generalizations, vocabulary topics, and the range of vocabulary will vary according to the length of sequence and the type of program offered. The structures and generalizations to be presented in selected sequences are outlined in this guideline.
Techniques and activities	The choice of these will vary according to the age of students and their language competence. The suggestions made in this guideline are arranged in a progression.
Evaluation	Evaluation procedures must relate to objectives, content, and teaching techniques.

The suggestions made in this document refer to programs beginning in Grade 1, 4, 7, or 9 in which French is taught for forty minutes each day. These starting points have been chosen as examples because they represent distinct developmental stages for most children. School boards will have to adapt the suggestions if their Core program starts one grade lower or higher than a suggested entry point, or if the daily period is shorter than forty minutes.

Once an instructional sequence has begun, the Core French program must continue uninterrupted to the final year in which French is offered. Students in this program should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills.

Two facets of the program must be considered in planning this sequence: the program aims (communication skills, awareness of language and culture) and the program content (structures, language generalizations, and vocabulary). The content elements must be kept in their proper perspective, as components of communication and understanding rather than as aims in themselves. It is essential to the accomplishment of the program aims to select, adapt, or develop appropriate learning materials that combine the content elements in realistic and interesting situations. The sequence of learning materials should present a progression in both aims and content.

Many factors contribute to the success of a French program: the skill and enthusiasm of the teacher, the motivation and aptitude for language of the students, school and community support, the time allocated to the program, the materials provided, and the conditions in which the program is presented. This guideline will help boards and their teachers to create, within their individual situations, a sound educational experience for their students.

Goals

Education in Ontario will provide opportunities for each student, to the limit of his or her potential:

- to acquire the basic skills fundamental to his or her continuing education;
- to develop and maintain confidence and a sense of self-worth;
- to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society;
- to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.[1]

1. Ontario, Ministry of Education, *The Formative Years* (Toronto: Ministry of Education, Ontario, 1975), p.4.

Programs in French as a second language support these goals by assisting students:

- to develop communication skills;
- to begin to understand the structure and functioning of language;
- to pursue the mastery of a complex system of knowledge and skills;
- to acquire a sensitivity and exactness in the use of language;
- to gain an appreciation of the French presence in Canadian life and in the world;
- to develop sensitivity to culture and to people.

The ability to communicate in French can provide students with an additional tool to further their education and experience.

Aims

The Core French program will provide students with learning opportunities that will enable them, within the limits of their command of French structures and vocabulary:

- to listen to and understand ideas and concepts expressed in French;
- to express orally their experiences, thoughts, and feelings with clarity and confidence;
- to read with the speed and level of comprehension appropriate to their individual stage of development;
- to write with ease and an acceptable degree of correctness;
- to develop learning skills pertinent to language study;
- to perfect their use of language through study, practice, and communication;
- to become familiar with the customs, geography, history, institutions, traditions, and arts of French Canada and the other French-speaking regions of the world;
- to develop a sensitivity to other cultures and peoples, and a critical awareness of their own culture.

Objectives

The goals and aims of the Core French program can be realized through activities designed to accomplish the objectives listed in the chart on pages 6 to 27. These objectives have been divided into three areas:

- language skills,
- the structure and functioning of language,
- culture.

Teachers must carefully plan the allocation of classroom time to activities that will do justice to

all the program objectives. This task is complex, because multiple objectives are served by most language-learning activities. This characteristic should be used to advantage wherever possible. For example, if students are taught French culture in French, their language skills and their cultural awareness are developed simultaneously. In the same way, teaching the structure and functioning of language in French also develops student language skills.

A selection of classroom activities is analysed in the chart below to show that each relates to objectives in several learning areas.

Not all objectives are applicable in the earliest stages of the French program; some become appropriate only at a later stage. This guideline incorporates objectives for sequences that vary in length from five years to fourteen years. The more sophisticated activities suggested are not appropriate for shorter sequences. The nature of language acquisition means, however, that an objective, once introduced, remains valid through subsequent years. Objectives are not discarded; instead, new ones are added, and the learning activities broadened as the body of structures and vocabulary on which students can draw increases. The sample activities listed on pages 6 to 27 are arranged in a progression from those suitable for students beginning each objective to those suitable at a later stage. In all cases, the students' age, developmental level, and language competence must be considered in selecting learning strategies.

Programs should provide students with opportunities to achieve the levels of competence and the type of growth and development implied in the objectives set out in this document. As well, programs should allow individual students to move beyond program expectations, and should avoid subjecting those students who cannot reach the expectations to a loss of self-esteem or confidence. Not every student will fully achieve each objective. Programs should provide for the needs of exceptional students.

Language Skills

The principal aim of the French program is to develop communication skills in both the receptive and expressive aspects of language. The four language skills of listening, speaking, reading, and writing will be developed gradually and naturally in the program through the interaction of speaker and listener and writer and reader; this is the basis of communication.

The receptive skills comprise the ability to grasp both the general sense of a message and the specific significance of essential individual components of the message. Students should learn to use contextual, structural, lexical, and also non-verbal clues to determine meaning, rather than depending only on a precise knowledge of every word. Both the general and specific aspects of receptive skills should be pursued constantly throughout the program.

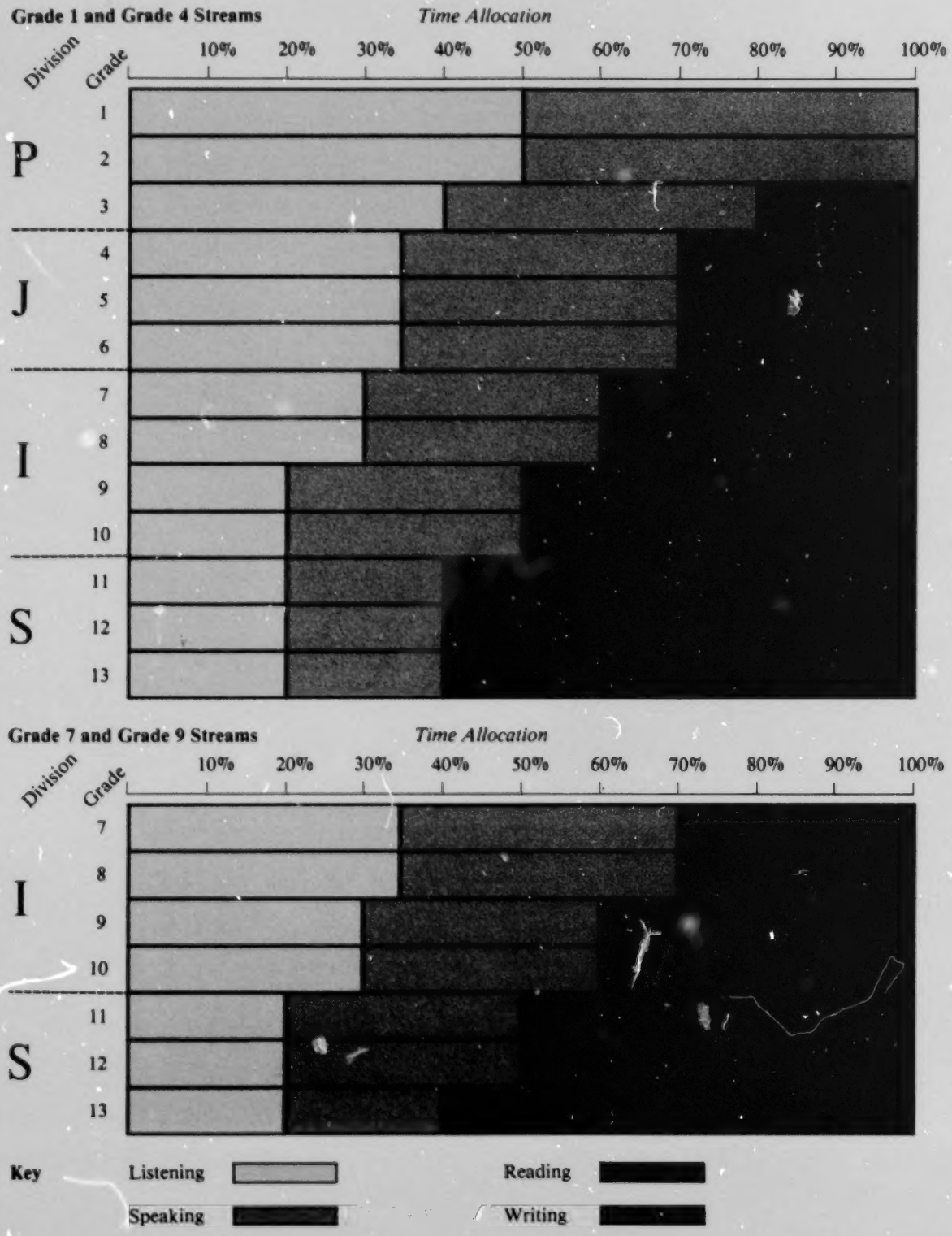
While listening and speaking skills have priority in the Primary and Junior divisions, in Grade 3 and after, the program will not be restricted to those skills; reading and writing skills will also be gradually developed. Students beginning French in the Junior and Intermediate divisions will have opportunities to read and write within the first year.

Student Activity	**Learning Areas**					
	Listening	*Speaking*	*Reading*	*Writing*	*Structure and Functioning of Language*	*Culture*
Retelling a story	•	•				•
Learning a song	•	•	?			•
Developing a dialogue	•	•	?	?	•	?
Unscrambling sentences			•	•	•	
Correcting exercises	•	•	•	•	•	
Taking dictation	•			•	•	?
Developing a generalization	•	•	•	•	•	
Reading for meaning	•	•	•	?	•	?
Making a group presentation on a cultural topic	•	•	?	?	•	•
Developing a free composition as a class	•	•	•	•	•	?
Debating	•	•	•	•	•	?

? Objectives in these learning areas will be included if students have reached the appropriate level or if the theme chosen is suitable.

The following chart suggests the degree of emphasis appropriate throughout each stream for each of the four language skills. No separate percentage is shown for components dealing with culture or the structure and functioning of language, because these are an integral part of language skill development. These time allocations are only estimates, since most classroom activities involve more than one skill.

Approximate Percentage Allocation of Class Time to the Four Language Skills



In the chart that follows, sample activities for language development and evaluation are listed for each objective. This list is not meant to be exhaustive; it is given to clarify the intent of the objectives. Teachers will be able to expand the list from their own experience.

Although most communication activities involve more than one skill, the activities listed here are related to a specific objective. In many cases they could also be applied to other objectives.

As students' thinking skills and command of French structures and vocabulary increase, they will be able to apply their language skills more flexibly. A plan for the appropriate sequencing of structures and vocabulary is outlined in Part II of this guideline. This placement is deliberate; it underlines the fact that structures and vocabulary are not in themselves objectives. They must be integrated gradually and continuously into the functional language repertoire of the students to achieve the essential aim of the program — communication.

The four columns at the right indicate sequences of forty-minute daily periods beginning in Grade 1, 4, 7, or 9. The symbols represent an estimate *of the division in which each activity can be introduced:*

P = Primary (Grades 1-3); J = Junior (Grades 4-6); I = Intermediate (Grades 7-10); S = Senior (Grades 11-13). In every case the activity must be adapted to the students' age, developmental level, and language competence.

Listening

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should help students to develop the ability:	Students can:				
• to listen attentively;	• listen and respond actively to statements, questions, and commands given by the teacher or other students;	P	J	I	I
	• listen and react to rhymes, songs, anecdotes, or stories;	P	J	I	I
	• participate in activities such as *Simon dit, Vingt Questions,* and the whisper game;	P	J	I	I
	• participate in class discussion to demonstrate an understanding of a preceding conversation;	P	J	I	I
• to retain what they have heard;	• participate in activities involving the accumulation of vocabulary such as *Je fais ma valise*;	P	J	I	I
	• follow and understand dialogues, conversations, narrations, and presentations, and retell them in sequence;	P	J	I	I
	• follow extended directions;	J	J	I	I
• to grasp the general meaning of a situation using all available clues;	• arrange a set of illustrations in appropriate sequence;	P	J	I	I
	• interpret, from a speaker's facial expression, tone of voice, and gesture, different underlying messages conveyed through the same utterance, e.g., *"Je vois un chien,"* stated as a fact, or with fear, surprise, anger, or pleasure;	P	J	I	I
	• illustrate, dramatize, and mime stories or other incidents;	P	J	I	I
	• retell in their own words something they have heard – an anecdote, news item, or conversation;	P	J	I	I
	• answer general questions;	P	J	I	I
	• take notes;	J	I	S	S

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
• to extract specific information from continuous speech (live or recorded);	• illustrate stories or dialogues;	P	J	I	—
	• select or complete appropriate pictures;	P	J	I	I
	• extract requested information such as sports scores or weather;	P	J	I	I
	• fill in words omitted from transcripts of live or recorded speech;	J	J	I	I
• to understand precisely structures and vocabulary within a context when the purpose requires it;	• gather specific information from someone in person or on the telephone;	P	J	I	I
	• hear and respond to substitution and transformation exercises;	J	J	I	I
	• distinguish contrasts – singular/plural, masculine/feminine, negative/affirmative, assertive/interrogative – and tense differences;	J	J	I	I
	• select or supply the most appropriate completion, rejoinder, or equivalent to something they have heard;	J	J	I	I
	• fill in specific words omitted from the transcript of a recorded song or broadcast after hearing the song or broadcast;	J	J	I	I
	• take dictation;	J	J	I	I
	• draw accurate pictures from precise oral descriptions of, for example, a route, a plan for a building project, a design for a dressmaker;	[illegible]	J	I	S
	• participate in debates;	I (9-10)	I (9-10)	S	S
• to listen critically, with increasing sensitivity, to nuances of language.	• hear and understand guest speakers, live or recorded interviews, plays, films, and debates;	S	S	S	—
	• present analyses of discussions or presentations;	S	S	S	—
	• respond appropriately to a speaker's tone and level of language in conversation.	S	S	—	—
2. The program should help students to sharpen their perception of spoken French by learning:	Students can:				
• to hear standard French accurately enough to reproduce it;	• mimic live or taped models;	P	J	I	I
	• learn songs and rhymes from oral models;	P	J	I	I
	• supply completions for omissions in songs, rhymes, or stories;	P	J	I	I
	• distinguish contrasts – singular/plural, masculine/feminine, negative/affirmative, assertive/interrogative – and tense differences;	J	J	I	I
	• distinguish accurate from inaccurate spoken French in classroom exchanges;	P	J	I	I
• to recognize differences in intonation;	• distinguish between statements and questions;	P	J	I	I
	• imitate intonation of phrases and sentences;	P	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
• to recognize distinctive differences in accent, dialect, and levels of language.	• understand minor deviations from standard French, such as [bɛ̃] for [bjɛ̃];	I	I	S	S
	• identify accents, dialect, and level of language in selected speech samples;	I	S	S	—
	• recognize and respond appropriately in conversation or writing to language used for formal, business, or casual purposes.	I	S	S	—
3. The program should help students to develop the ability to understand French spoken by:	Students can:				
• a single speaker directing remarks to a listener and concerned with communicating;	• participate in exchanges with the teacher, individual students, or another speaker;	P	J	I	I
	• act on instructions or information provided by individuals in person or on the telephone;	P	J	I	I
• a small group exchanging comments within the listener's grasp of structures and vocabulary;	• participate in small-group language practice;	P	J	I	I
	• participate in the preparation and presentation of dialogues, skits, and dramatizations;	P	J	I	I
	• participate in small-group discussion of reading or cultural material;	J	J	I	I
• a variety of speakers talking on familiar topics;	• participate in classroom discussions;	P	J	I	I
	• participate in chain stories;	J	J	I	I
	• participate in everyday conversations or conduct interviews;	J	I	I	S
• speakers making oral presentations to a group;	• understand and react to prepared presentations by students, the teacher, or guest speakers;	J	J	I	I
	• grasp the sense of a religious service or a public lecture in French;	I	S	S	—
• actors in films, plays, and television broadcasts;	• grasp the sense of and discuss films, stage performances, and television broadcasts;	I	S	S	—
• speakers on tape, records, the telephone, and radio;	• understand and react to speakers on tapes or on the telephone;	J	J	I	I
	• understand and discuss records and radio broadcasts;	I	I	S	S
• speakers exhibiting a variety of accents, levels of language, and dialects.	• understand and converse with speakers who use different levels of language and different accents and/or dialects in their speech.	I	I (9-10)	S	S

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
4. The program should help students at all levels and in all streams to understand spoken French involving increasingly broad vocabulary and complex structures in: • contexts that they have learned; • new combinations of known structures and vocabulary; • exchanges on familiar topics where the meaning of new words and structures is inferred from contextual or structural clues; • standard French spoken without stylistic difficulties on subjects that interest them.	All of the activities suggested under objectives 1, 2, and 3 will help students to meet this objective. As their mastery increases, students will require less visual support to aid comprehension.				

Speaking

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should help students to develop and maintain the confidence:	Students can:				
• to participate voluntarily in communication even though they risk error in expression;	• participate in classroom procedures;	P	J	I	I
	• speak French beyond classroom requirements;	P	J	I	I
• to persist in the effort to communicate.	• ask questions of a speaker they have not understood or of another listener;	P	J	I	I
	• use visual support for clarification;	P	J	I	I
	• use facial expression, gestures, and tone of voice to reinforce meaning;	P	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• rephrase and clarify their speech for listeners when they have not been understood.	J	J	I	I
2. The program should help students to develop the abili[illegible], *within the context of meaningfu[illegible]peech:*	Students can:				
• to pronounce French with phonemic accuracy;	• mimic a live or recorded model;	P	J	I	I
	• learn songs and rhymes from an oral model;	P	J	I	I
	• sing repetitive songs such as *"Napoléon"* and *"Alouette"*;	P	J	I	I
	• supply completions for omissions in songs, rhymes, or stories;	P	J	I	I
	• make distinctions in their pronunciation between singular and plural forms, masculine and feminine forms, and among different tenses;	P	J	I	I
	• supply words that contain a sound identified in a given word;	P	J	I	I
	• read aloud with phonemic accuracy;	P	J	I	I
	• observe mandatory liaisons, syllable divisions, and silent letters;	P	J	I	I
	• interpret the international phonetic representations of words in dictionaries;	I	I	S	S
• to use correct intonation;	• imitate the intonation of phrases, statements, and questions;	P	J	I	I
	• use correct intonation in expressing their thoughts;	P	J	I	I
	• read aloud with correct intonation;	P	J	I	I
• to articulate clearly, with the muscular tension and use of stress that are appropriate to the French language.	• mimic live or recorded models;	P	J	I	I
	• participate in activities involving an accumulation of vocabulary, such as *Je vais au marché et j'achète . . .* or the whisper game, in which clear articulation is essential to success;	P	J	I	I
	• speak distinctly during classroom procedures;	P	J	I	I
	• read French aloud with correct articulation.	P	J	I	I
3. The program should help students to develop the ability:	Students can:				
• to convey the general sense of a thought they wish to express by adapting their ideas to the French structures and vocabulary they have at their command;	• use French to express their ideas and needs in class;	P	J	I	I
	• retell in their own words something they have heard or read;	P	J	I	I
	• participate in role-playing activities as sports heroes, storekeepers, dentists, musicians, etc.;	P	J	I	I
	• describe a picture and speculate on the events that preceded it or will follow it;	J	J	I	I
	• conduct a casual conversation with the teacher or classmates about their leisure activities;	J	J	I	I
	• act out interviews such as one involving a principal, a parent, a teacher, and a student;	J	I	I	I
	• participate in simulation activities such as Moon Walk or Kohlberg questions;	I	I	I	S

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
• to use structures and vocabulary precisely within a context when the purpose requires it;	• describe a picture in detail;	P	J	I	I
	• participate in games such as Kim's Game, Alibi, or *Vingt Questions*, describing a mystery person;	P	J	I	I
	• respond to substitution and transformation exercises, supplying, for example, appropriate tenses or questions for answers;	J	J	I	I
	• supply the most appropriate completion, rejoinder, or equivalent to something they have heard or read;	J	J	I	I
	• give a precise oral description of a route, a plan for a building project, or instructions for cooking something;	J	I	I	I
• to organize their thoughts in order to express themselves directly and briefly;	• ask and answer questions precisely;	P	J	I	I
	• narrate the events shown in a comic strip;	P	J	I	I
	• generate one statement or a series of statements from a stimulus, such as a picture;	P	J	I	I
	• supply several pertinent points in answer to a question;	J	J	I	I
	• give an impromptu presentation on a familiar topic after two to five minutes' preparation;	J	J	I	I
	• summarize the essential points of a narration or discussion in appropriate sequence;	J	I	I	S
• to use levels of language appropriately.	• prepare and present dialogues between friends, a parent and a child, a principal and a student, an employer and a job-applicant;	J	I	I	S
	• participate in role-playing activities using various levels of language appropriately;	I	I	S	S
	• conduct interviews.	I	I	S	S
4. The program should help students to develop the ability to make themselves understood in French to:	Students can:				
• an individual who is concentrating on the speaker's remarks and trying to understand;	• participate in individual exchanges with the teacher, fellow students, or other selected listeners;	P	J	I	I
	• rephrase and clarify what they have said for listeners on request;	P	J	I	I
	• express personal needs and opinions in simulated or real situations;	P	J	I	I
	• ask for or give directions or instructions in person or on the telephone;	J	J	I	I
• a small group discussing topics in French that are within the students' grasp of structures and vocabulary;	• participate in small-group language practice;	P	J	I	I
	• participate in the preparation of dialogues, skits, and dramatizations;	P	J	I	I
	• participate in small-group discussions of reading or cultural material and then present the conclusions to the full class;	J	J	I	I
	• participate in role-playing and simulation activities;	J	I	I	S
	• participate in everyday conversations;	P	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
• a large group in impromptu exchanges;	• participate in classroom procedures and/or discussion;	P	J	I	I
	• participate in chain stories;	J	J	I	I
	• comment on presentations;	J	J	I	I
	• participate in impromptu dialogues on given situations;	J	J	I	I
• a large group, in a prepared presentation;	• present dialogues, commercials, skits, and dramatizations to the class or to some other audience;	P	J	I	I
	• make oral presentations to the class based on personal experiences;	P	J	I	I
	• prepare and tape weather or news reports or interviews;	J	J	I	I
	• report to the class on current events or on magazine or newspaper articles;	I	I	I	I
	• participate in panel discussions or debates;	I (9-10)	I (9-10)	S	S
• Francophones, in a real situation.	• contribute to the preparation of a tape to be exchanged with a Francophone class;	J	J	I	I
	• participate in student exchanges;	J	J	I	I
	• express their needs or ideas in telephone conversations with Francophones;	I	I	S	S
	• participate in discussions with guest speakers;	I	I	S	S
	• interview local Francophones.	I	I	S	S
5. The program should help students in all levels and streams to express thoughts that demand increasingly broad vocabulary and complex structures in:	All of the activities under objectives 1, 2, 3, and 4 will assist students to meet this objective.				
• contexts that they have learned;					
• situations requiring new combinations of known structures and vocabulary;					
• exchanges on familiar topics;					
• prepared presentations.					

Reading

A clear distinction should be made between oral reading, intended to develop or permit evaluation of pronunciation, intonation, and articulation skills, and silent reading, intended to provide students with information or pleasure. Oral reading is essentially a speaking skill and has been included under speaking objectives. These objectives, then, refer to silent reading. Sound-symbol relationships are included in the writing section; they should not receive undue emphasis in reading for meaning.

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should help students to develop the ability:	Students can:				
• to recognize, in a meaningful, written context, structures and vocabulary that they have learned orally;	• read anecdotes created orally by a group of students and written down by the teacher;	P	J	—	—
	• reassemble stories that have been cut into jigsaw puzzles;	P	J	—	—
	• read materials that have been taught orally: dialogues, songs, rhymes, and stories;	P	J	I	I
	• read materials created from recombinations of structures and vocabulary that they know;	P	J	I	I
	• organize and read scrambled sentences or match halves of sentences;	P	J	I	I
	• read one another's compositions;	J	J	I	I
	• create sentences from known words and structures that they cut out of magazines or newspapers and then read these sentences;	J	J	I	I
	• participate in learning games such as Concentration, or in scavenger hunts in which sequenced clues lead to an object;	J	J	I	I
• to use all available clues – context, structure, form, and graphic symbols – to determine meaning;	• match sentence halves;	P	J	I	I
	• predict the main idea of a passage from its illustration, title, or topic sentence;	J	J	I	I
	• supply the missing words in continuous passages from which words have been deleted at regular intervals using the Cloze technique;	J	J	I	I
	• supply or select answers that show that they have correctly inferred the meaning of a limited number of new words distributed throughout a passage;	J	J	I	I
	• recognize in context known prefixes, suffixes, and roots;	J	J	I	I
	• recognize in context French cognates of English words;	J	J	I	I
	• collect cognates in which a standard letter/accent change occurs between French and English, e.g., *bête, fête, hôpital; école, étude, étranger;*	J	J	I	I
	• distinguish, in context, between words whose spelling is confusingly similar, e.g., *désert, dessert;*	J	J	I	I
	• identify the word that does not fit in a short list, e.g., *chou, fromage, poison, gâteau;*	J	J	I	I
• to use a bilingual dictionary effectively;	• search out the meanings of common dictionary abbreviations;	J	I	I	I
	• serve as the dictionary sleuth of the day, looking up words at the request of classmates or the teacher, and cross-checking, when necessary, the meaning of the French equivalent found, in order to clarify its exact sense, e.g., leave, take, range, suit;	J	I	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• prepare for classmates a vocabulary list for a passage that has no glossary, such as a newspaper or magazine selection;	I	I	S	S
• to extend their knowledge of vocabulary and structures through reading.	• select from a dictionary the appropriate English meaning of new words;	J	I	I	I
	• supply or select answers to questions on a passage that require the use of new structures and vocabulary from the passage;	J	I	I	S
	• convert narrative passages to dialogues and dialogues to narrative passages;	J	I	I	S
	• read several selections on the same topic;	J	I	I	S
	• read widely on topics of personal interest and collect vocabulary related to specific topics.	I	S	S	—
2. The program should help students to gain confidence and skill in:	Students can:				
• attempting to infer meaning from context, and refining or correcting the meaning inferred as they read farther;	• fill in the blanks in a Cloze passage;	J	J	I	I
	• read a complete passage without reference to a dictionary and give its general meaning;	J	J	I	I
	• expand a telegram, headline, or want ad into a complete message;	J	J	I	I
	• read a topic sentence, predict what is to follow, and verify the prediction by reading the complete paragraph;	J	J	I	I
• reading with only a limited use of the dictionary;	• read selected passages at sight and select or supply answers to questions on them;	J	J	I	I
	• read one page of a text and choose the five most essential words to look up;	J	J	I	I
	• read the script of a filmstrip, videotape, or film they have seen;	J	I	I	S
	• read independently, for general plot development only, selected sections of a work they are studying;	I	I	I	S
• adjusting their reading precision and rate to suit different purposes.	• skim a passage within a limited time and answer questions on it that have been provided in advance;	J	J	I	I
	• skim a paragraph in which an incongruous phrase has been inserted and underline the phrase;	J	J	I	I
	• compete with classmates within a small group to be the first to find a specific point of information in a passage;	J	J	I	I
	• read a short high-interest/low-vocabulary book, and retell in French the general outline of the content to one or more classmates;	J	J	I	I
	• scan the headlines on a newspaper page to locate an article on a given topic;	J	I	I	I
	• answer detailed questions on a passage;	J	I	I	S
	• read extensively, for main points, one section of a work they are studying and time themselves; then read intensively, for detail, another section and time themselves.	I	I	S	S

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
3. The program should help students to learn:	Students can:				
• to extract selected information from a passage;	• find the answers to specific, preassigned content questions (completion, true-false, or sentence answers might be required);	J	J	I	I
	• participate in learning activities such as the *Chasse au trésor* game in which one printed clue leads to another and students follow the trail to the object sought;	J	J	I	I
	• solve a riddle or mystery by finding the clues in a passage;	J	J	I	I
	• gather from a passage the information pertinent to a particular classroom discussion, such as the description of one character or the materials needed for a recipe or hobby project;	J	J	I	I
• to read for comprehension of ideas, not merely of individual words;	• supply titles for passages or stories;	J	J	I	I
	• make plot outlines in point form;	J	J	I	I
	• identify the theme of a story or poem;	J	J	I	I
	• put separate sentences into an appropriate sequence;	J	J	I	I
	• give résumés of stories or articles they have read;	J	J	I	I
	• edit for clarity and coherence their own or a classmate's writing;	J	I	I	S
• to understand precisely structures and vocabulary within a written context when the purpose requires it.	• draw, after reading a passage, an accurate diagram or picture – of a route, the plan for a room or building, or a character, for example;	J	J	I	I
	• distinguish between grammatical forms where necessary: e.g., *il écoute/ils écoutent; Qui est-ce que tu as vu?/ Qu'est-ce que tu as vu?; le criminel qui a tué l'agent/le criminel qu'a tué l'agent;*	J	J	I	I
	• read and complete official forms such as applications, passport forms, or hotel registration forms;	J	I	I	S
	• use accurately in sentences words selected from a teacher-supplied list of false cognates: e.g., *joli, librairie, prune, raisin, sensible;*	I	I	S	S
	• identify the type of idea expected after connectives such as *mais, donc, alors, cependant, d'ailleurs.*	I	I	S	S
4. The program should help students to identify and begin to analyse critically:	Students can:				
• plot, character, and setting;	• chart the development of a plot;	J	J	I	I
	• sketch on the chalkboard a backdrop for dramatizing a particular scene;	J	J	I	I
	• draw a map or diagram of the setting and situate events on it;	J	J	I	I
	• at critical points in the development of a plot, predict different directions that the plot might take;	J	I	I	I
	• in a mystery story, chart the motives and alibis of suspects;	J	I	I	I
	• cast the various characters in a story or play from classmates, teachers, or known actors, and justify their choices;	J	I	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• suggest the physical appearance and costumes of the characters, and justify their choices;	J	I	I	I
	• describe an appropriate stage setting for a story;	J	I	I	I
	• identify the five to ten events most significant to the plot development and justify their choices;	J	I	I	S
	• identify the dominant element – plot, character, or setting – in the work they are reading;	I	I	I	I
	• analyse the development of a central character;	I	I	S	S
	• retell all or part of the plot from the point of view of different characters;	I	I	S	S
• mood, form, and style;	• identify expressions in a prose passage or poem that help to create a mood;	J	I	I	I
	• change the mood of a sentence or passage by replacing some words;	I	I	S	S
	• discuss the effect of repetition in a poem or song such as Prévert's *"Familiale"* or Vigneault's *"J'ai pour toi un lac";*	I	I	I	S
	• justify the divisions the author has made in a work – chapters, parts, scenes, acts, verses;	I	I	S	S
	• discuss the levels of language used as they relate to the age, situation, class, and outlook of the characters;	I	I	S	S
	• analyse the author's use of dialogue, narration, description, or point of view;	I	S	S	—
• aspects of culture reflected in their reading material;	• discuss the differences in relative importance of such aspects of culture as dress, food, and home life in Canada and in France;	I	I	S	S
	• discuss the role of the family, religion, and the *terroir* in Canadian works such as Guèvremont's *Le Survenant* or Roy's *Bonheur d'occasion;*	S	S	S	S
• the works of significant literary figures of the French-speaking world.	• read, with increasing attention to critical analysis, works by representative French-Canadian and other French-language authors, playwrights, and poets.	S	S	S	S
5. The program should help students in all levels and streams to learn to read French written with increasingly varied vocabulary and complex structures in:	All of the activities listed under objectives 1, 2, 3, and 4 will assist students to meet this objective. Students learn to read by reading. To encourage them to read enough to develop competence, they should be provided with opportunities to read:				
• contexts that have been experienced orally;	• easy material that they can read independently;				
	• material with which they require some assistance;				
	• light selections that they can read for pleasure or information;				
	• selections that they can study in detail;				
• passages containing new combinations of known structures and vocabulary;	• materials that reflect both their literary and non-literary interests.				

Objectives	*Sample Activities for Language Development and Evaluation*
• passages on familiar topics in which the meanings of new words and structures can be inferred; • passages of standard French, without stylistic difficulties, on subjects of interest to the students; • a variety of styles, including newspaper and magazine passages, prose, poetry, and drama.	

Writing

Writing skills should be developed only after students have had an oral introduction to the language. This oral introduction will extend into Grade 3 in the Primary Division to allow time for student acquisition of English reading and writing skills. Students beginning French in the Junior and Intermediate divisions will write within the first year.

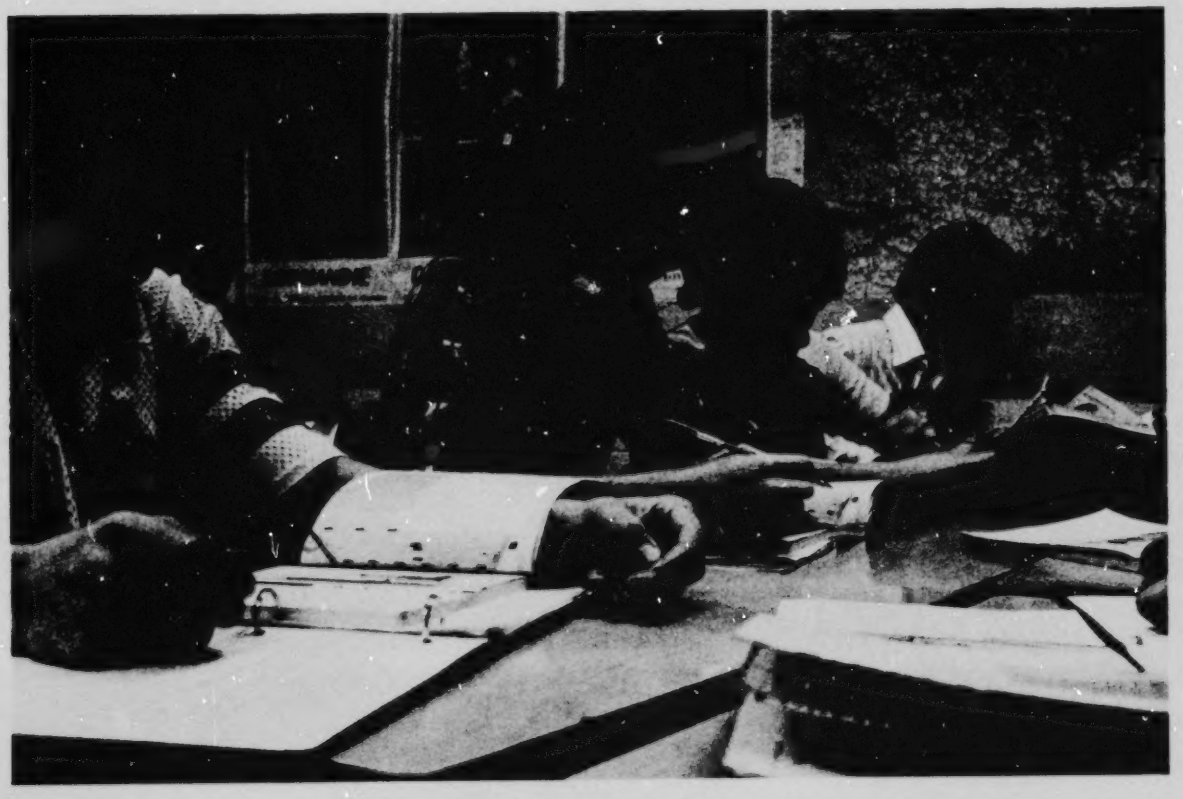
Students should write to practise and consolidate their grasp of structures and vocabulary; they should also write to express their own ideas as early as possible. Frequent opportunities for brief communication in writing should be included in the program from the Junior Division on.

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should help students to develop the ability:	Students can:				
• to write French with accurate spelling;	• copy, within a context, the vocabulary and structures they have learned orally;	P	J	I	I
	• transcribe labels for a diagram or chart;	P	J	I	I
	• write out sentences they have pieced together from sentence halves or scrambled words;	P	J	I	I
	• create and write out sentences from known words and structures they cut out of magazines or newspapers;	J	J	I	I
	• develop sentences from a substitution table;	J	J	I	I
	• fill in blanks in a familiar context from dictation;	J	J	I	I
	• write a dictation based on known structures and vocabulary in a familiar or recombined context;	J	J	I	I
	• assemble with the teacher a list of known words that contain a sound that presents spelling difficulties, e.g., [e], [a], [ʃ], [j], [ʒ];	J	J	I	I
	• select from a passage and list the words that contain a given sound;	J	J	I	I
	• proofread their own or their classmates' written work and correct any spelling errors;	J	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
• to use structures and vocabulary accurately in context;	• write exercises designed for language practice that incorporate substitution, transformation, completion, subordination, or co-ordination techniques *in meaningful contexts;*	J	J	I	I
	• compose a sentence that uses all the words from a given set;	J	J	I	I
	• incorporate additional French elements into a given sentence;	J	J	I	I
	• write an explicit description, for a pen-pal, of a bedroom, home, relative, pet, etc.;	J	J	I	I
	• write directions for reaching a point on a given plan or map;	J	J	I	I
	• write questions and/or answers based on reading;	J	J	I	I
	• write short personal essays using a language textbook or dictionary to verify the correct use of familiar expressions;	J	I	I	S
	• translate into French sentences or parts of sentences requiring complex structures and idioms that cannot be translated literally from English: e.g., *vous me manquez; elle lui en veut; il aurait dû se reposer;*	I	I	S	S
• to use picture, topical, and bilingual dictionaries effectively.	• label a diagram or a series of illustrations on a topic relevant to their experience;	J	J	I	I
	• prepare for classmates a short list of vocabulary useful for writing about a topic;	J	J	I	I
	• skim the dictionaries available to discover the organization and terminology used.	J	I	I	I
2. The program should help students to develop and maintain the confidence:	Students can:				
• to express their ideas in writing by adapting their ideas to the French structure and vocabulary they have at their command, although they risk error in expression;	• adapt dialogues that they have studied to express personal ideas;	J	J	I	I
	• develop new dialogues;	J	J	I	I
	• write additions to a chain story;	J	J	I	I
	• keep a diary or log;	J	J	I	I
	• write letters or parts of letters to a French-speaking correspondent;	J	J	I	I
	• write a caption for a cartoon or fill in the dialogue for a comic strip;	J	J	I	I
	• write poems that follow a set form (such as the cinquain) or that use a given set of words;	J	I	I	S
	• write advertisements or news items for a class newspaper;	J	I	I	S
	• take notes on a presentation, film, or recording;	I	I	S	S
	• record points of discussion for a small group or the class;	I	I	S	S
	• write their opinions on a controversial issue;	I	I	S	S
	• write a post card to a friend;	J	J	I	I
	• write a paragraph comprised of the answers to a series of questions;	J	J	I	I
	• expand a headline, telegram, or want ad into a complete message;	J	J	I	I
	• write a story from a skeleton outline that supplies key vocabulary;	J	J	I	I
	• write a story based on a picture or series of pictures;	J	J	I	I
	• write the diary of a character in a story or play;	J	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• rewrite the ending of a story to alter the outcome;	J	I	I	I
	• write instructions to a babysitter, a paper carrier, a delivery person;	J	I	I	I
	• write a descriptive, narrative, or expository paragraph;	J	I	I	S
	• write a newspaper column, an editorial, or an article on a school or local event;	J	I	I	S
• to persist in their effort to communicate in written form.	• clarify an idea in writing with the help of diagrams;	J	I	I	I
	• submit a piece of writing to a classmate for comment, and rephrase sections that were not understandable;	J	I	I	S
	• by using approximations or circumlocutions, complete a writing task without leaving blanks or using English words;	J	I	S	S
3. The program should help students to develop the ability:	Students can:				
• to organize their thoughts in order to express themselves directly and briefly;	• write short personal essays based on a chalkboard outline that the teacher has developed with the class;	J	J	I	I
	• convert a series of written answers into continuous prose using pronouns, connectives, subordination, and co-ordination;	J	I	I	S
	• after a class brainstorming session on a given topic, organize selected points into a coherent paragraph or series of paragraphs;	J	I	I	S
	• edit and revise their first drafts of short essays in order to achieve smoother and more concise prose;	J	I	I	S
	• write short personal essays based on their reading or experience;	J	I	I	S
	• write short business letters;	I	I	S	S
	• write for the book jacket a résumé of a work they are studying;	I	I	S	S
• to be exact and sensitive in their use of language.	• write precise instructions to direct a classmate to a particular spot in a scavenger hunt or a game of *Chasse au trésor;*	J	J	I	I
	• write advertisements for products;	J	J	I	I
	• work in small groups to develop a list of words that convey a common idea, such as verbs of speaking or walking or adjectives of size;	J	I	I	S
	• edit and revise their first drafts of pieces of their writing to increase the variety of expression and structures;	J	I	I	S
	• supply the appropriate salutation and termination for a letter to a friend, an organization, or an official, using a reference book such as *Le Parfait secrétaire* by L. Chaffurin;	I	I	I	S
	• change the tone of a passage by replacing verbs and/or modifiers;	I	I	S	S
	• write a letter of recommendation for a classmate, or a letter of condolence, based on examples.	I	I	S	S

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
4. The program should help students to learn to write French using increasingly broad vocabulary and complex structures in: • the transcription of material that has been learned orally; • new combinations of structures and vocabulary; • guided composition; • the expression of their own ideas on familiar topics in functional and creative writing.	All of the activities suggested under objectives 1, 2, and 3 will assist students to meet this objective. Students learn to write by writing. To encourage them to write enough to develop competence, they should be provided with frequent opportunities to write: • short reminders, messages, posters, advertisements, and announcements; • diaries; • brief correspondence; • answers to questions on reading; • short paragraphs; • newspaper headlines, articles, sports or social reports, and editorials; • scripts; • poems; • short personal essays. Students' writing should not be limited to the quantity that teachers can correct in detail. Editorial partners or groups can be established to help students improve pieces of writing and to select the best items for formal evaluation.				



The Structure and Functioning of Language

The aim of the Core French program is to help students develop the ability to use the French language to communicate. An awareness of the structure and functioning of language can enable students to advance from learning by imitation to an ability to generate new expressions based on an understanding of language patterns in French.

Elementary- and secondary-school students are likely to comprehend generalizations best if they derive them inductively from pertinent speech samples elicited by the teacher through planned questions. The formal development of generalizations is not appropriate until children reach the stage of development where they begin to conceptualize abstract ideas. Most students reach this stage in Grade 7 or 8. In the Intermediate and Senior divisions, the deliberate development of generalizations will prove a useful complement to functional language learning. This consciousness of language can also make them more thoughtful in their use of English.

It is expected that instruction in the structure and functioning of language, like that for other aspects of the program, will be carried on in French. The use of language terminology should be limited, but students do need some basic terminology to develop generalizations and to facilitate and refine classroom communication about language. Knowledge of terminology will also help students to use their textbooks to progress on their own. It is, however, the aim of the French program not to develop grammarians, but to develop competent language users.

The Structure and Functioning of Language

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should help students to acquire:	Students can:				
• a growing knowledge of the patterns of spelling;	• assemble with the teacher a list of words that contain a sound that presents spelling difficulties, e.g., [s];	P	J	I	I
	• select from a passage and list words that contain a given sound;	P	J	I	I
	• write practice dictations that include new vocabulary. They can then work in pairs to compare their work with the original and to analyse any errors;	J	J	I	I
	• collect cognates in which a standard letter/accent change occurs between French and English, e.g., *écaille, écran, étable; forêt, hôtesse, pâte;*	J	J	I	I
• an understanding of word formation;	• divide words into prefixes, roots, and suffixes;	J	J	I	I
	• form adverbs from adjectives;	J	J	I	I
	• identify in appropriate verbs the adjective from which they are derived, e.g., *rougir - rouge; fausser - faux; grossir - gros;*	J	J	I	I
	• identify nouns and verbs having the same root, e.g., *logement - loger; ordre - ordonner; feuille - feuilleter;*	J	J	I	I
	• deduce the meanings of words consisting of a given prefix and various roots, e.g., *dé + couvrir/faire/geler; r(e) + écrire/lire/voir; in/im + croyable/possible/visible;*	J	J	I	I
	• identify root words from which given adjectives are derived, e.g., *malheureux - malheur; responsable - réponse; incroyable - croire;*	J	J	I	I
	• identify patterns in stem-changing verbs and in groups of irregular verbs;	J	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• following the model of a verb such as *acheter,* identify the placement of the grave accent in verbs, e.g., *geler, se lever, mener, se promener;*	J	J	I	I
	• create the feminine form of words denoting occupations or nationalities using standard patterns, e.g., *boutiquier - boutiquière; coiffeur - coiffeuse; directeur - directrice; Canadien - Canadienne; Français - Française;*	J	I	I	I
	• distinguish between verb patterns like those of *soulever* and *espérer;*	J	I	I	I
• a growing knowledge of standard grammatical forms.	• identify and/or collect related nouns, adjectives, verbs, or adverbs useful for describing a theme or expressing a common idea;	J	I	I	S
	• indicate an awareness of words such as nouns, verbs, adjectives, or adverbs by supplying the appropriate type of word to fill blanks in sentences;	I	I	I	I
	• use basic language terms such as "noun" and "verb" and tense names to facilitate corrections.	I	I	I	I
2. The program should help students to develop:	Students can:				
• effective language-learning strategies;	• proofread their own or their classmates' work;	J	J	I	I
	• use a dictionary to check for meaning, gender, or irregularities in the vocabulary they need for discussion or written expression;	J	J	I	I
	• organize their notes, exercises, or class tests to facilitate review;	J	J	I	I
	• edit their first drafts of personal essays using appropriate textbooks or dictionaries to cross-check areas of uncertainty;	J	I	I	S
• an awareness of the interrelationships in language.	• recognize, in context, French cognates of English words;	J	J	I	I
	• infer, from adverbial expressions and the tenses of verbs provided, the correct tense in which to put verbs to be inserted to complete a passage;	J	I	I	S
	• study and practise French structures that do not parallel structures in English, e.g., *Quel âge as-tu?; Je viens de les voir; Il partira quand il pourra;*	J	I	I	S
	• generate complex sentences from a series of words and/or sentence parts;	I	I	S	S
	• supply a verb in the appropriate tense to complete a conditional sentence.	I	S	S	—
3. The program should help students to develop the ability:	Students can:				
• to make generalizations about French;	• identify characteristic endings and stem changes of the present tense by generalizing from examples elicited by the teacher from the class;	J	J	I	I

Objectives	*Sample Activities for Language Development and Evaluation*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• formulate a rule – for instance, the use of the infinitive after *aller*, the use of the disjunctive pronoun for emphasis, or the use of the indicative or subjunctive mood after expressions of certainty or doubt – after having examined a number of examples;	I	I	I	I
	• identify the distinguishing features of clauses requiring the relative pronoun *qui* or *que* in examples elicited from the class through controlled questions;	I	I	I	S
• to make analogies in French from patterns they have learned.	• supply, following regular models, the feminine forms of words denoting nationalities or occupations;	J	I	I	I
	• predict the correct forms of an adjective from a known adjective that follows the same pattern, e.g., *beau/nouveau, heureux/généreux;*	J	I	I	I
	• apply their knowledge of the formation of an irregular verb to related verbs, e.g., *prendre* to *apprendre* or *comprendre.*	J	I	I	I

Culture

The essential aim of the Core French program is to develop communication skills. Cultural understanding promotes better communication. It is, therefore, an aim of the program to help students develop a sensitivity to culture and to people and gain an appreciation of the French presence in Canadian life and in the world.

The term "culture" is used in two senses. It can be defined anthropologically as a composite of the elements of the shared life of a community, including language, art, history, social customs, traditions, values, and the physical environment. It may also be used more narrowly to refer only to great achievements in the artistic and historical life of a people. While there is a place in the French program for both aspects of culture, it is culture in the anthropological sense, the way people live, that should be stressed. Throughout their experience with French, students should be aware of "learning a people" as well as a language.

Among the learning activities designed for skill development, some should be included that enable students to acquire information about Francophone cultures and to develop insights into those cultures and their own. The intention of the program is to provide cultural experiences appropriate to the maturity and language competence of the students. It is hoped that from these experiences appreciation and sensitivity will develop.

To stimulate language development, cultural elements that are introduced in class should be treated in French. This places some restriction on the choice and treatment of cultural topics, but the restriction is necessary. There should be constant interplay between the study of culture and the development of language competence.

For linguistically complex cultural topics, several alternative treatments can be considered.

- The teacher can bring the topic within the students' grasp by preparing a simple account with clarifying illustrations and/or real objects.
- The teacher can direct students to selected English-language material on the topic, which they can read for interest outside of class time.
- The teacher can co-operate with a colleague in a joint presentation of a French-related topic in another subject area such as the social sciences, music, visual arts, family studies, etc.
- The topic can be deferred until a later division.

Discussion on cultural topics may emanate from the reading program, from other subject areas, and from the outside activities of the students. By selecting reading materials judiciously and being alert to relevant curricula in other subjects and to available cultural opportunities outside of the school, the teacher can create a program that integrates culture with language learning.

Care must be exercised in the selection and adaptation of cultural materials. The personal interests of teachers should be complemented by activities planned to present a representative view of Francophone culture. These activities should be developed over the years of the Core French program in such a way as to avoid repetition and significant omissions.

Teachers should guard against emphasizing stereotyped or quaint aspects of the target culture and should balance the unusual with the commonplace. Cultural content throughout the curriculum should recognize the similarities among cultures; the first emphasis of the program should be on the common humanity of different peoples. Against this background, teachers will help students to appreciate some of the differences among cultures. The teacher's own knowledge of, and attitude towards, the target culture are of prime importance. Teachers can increase their understanding of Francophone cultures by spending extended periods of time in French-language environments. Teachers of Francophone background should also ensure that they understand the culture in which their non-Francophone students live, if they are to help them to compare and contrast cultures. It is the teacher's task to create an atmosphere in which students feel accepted and confident while learning about cultures.

The following list of selection criteria for cultural activities is an adaptation of the list found in *Multiculturalism in Action*:[2]

- *Sensitivity:* Does the activity increase understanding of the culture or cultures? Does it help to create a positive image? Would this presentation be supported by members of the French-speaking group?
- *Accuracy:* Does the activity provide a correct interpretation of the culture? Can suitable references be obtained to establish accuracy?
- *Current information:* Is the activity relevant to contemporary experience? Are these values/customs still a part of the current lifestyle of the French-speaking group being studied?
- *Differences and similarities:* Does the activity devote attention to universal features of the human condition rather than concentrating on exotic cultural manifestations?
- *Anti-stereotyping:* Does the activity avoid creating or reinforcing stereotyped images of

2. Ontario, Ministry of Education, *Multiculturalism in Action* (Toronto: Ministry of Education, Ontario, 1977), p.2.

French-speaking people? Are members of the group presented as real people with individual character traits?

- *Resources:* Are basic resources (materials and personnel) available to develop the activity?
- *Student level:* Is the activity suitable for the level of skills and understanding of the children concerned?
- *Objectives:* To what extent does the activity provide opportunities for achieving the goals of the cultural curriculum?

The four columns at the right indicate sequences of forty-minute daily periods beginning in Grade 1, 4, 7, or 9. The symbols represent an estimate of the division in which each activity can be introduced:

P – Primary (Grades 1-3); J – Junior (Grades 4-6); I – Intermediate (Grades 7-10); S – Senior (Grades 11-13). In every case the activity must be adapted to the students' age, developmental level, and language competence.

Culture

Objectives	*Sample Cultural Topics and Activities*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
1. The program should provide opportunities for students to experience:	Students can:				
• elements of the cultural background that is the frame of reference for Francophones;	• participate in dramatizations of fairy tales, such as *"Cendrillon"* and *"Le petit chaperon rouge"*;	P	J	—	—
	• participate in action games and songs;	P	J	I	I
	• develop and participate in skits based on events such as *la guignolée* (the collection of food and clothing for the poor on New Year's Eve or New Year's Day); *l'épluchette* (the custom at corn-husking time in which the one who finds a cob with red kernels has the right to kiss the girl/boy of his/her choice); or *la Sainte-Catherine* (when taffy-pulling or hat-making is the custom);	P	J	I	I
	• develop and participate in short plays based on historical people or events, such as the landing of Jacques Cartier in Canada, the return of a *coureur de bois* to Montreal from Fort William, the Tennis Court Oath, the trial of Louis Riel;	J	J	I	I
	• stage simulations of events of current interest, such as interprovincial and federal-provincial conferences, an election campaign, or a session of the Quebec National Assembly or the Canadian House of Commons;	S	S	S	—
• music, drama, and other art forms appropriate to their age and skill level;	• listen to and sing children's, folk, and popular songs;	P	J	I	I
	• participate in folk- and square-dancing, following instructions given in French;	P	J	I	I
	• compile a list of the "Top Ten" on a French-language hit parade;	J	J	I	I
	• become familiar with current popular music groups, such as, in 1979, CANO, Harmonium, and Maneige;	J	J	I	I
	• listen to classical and light classical music by such composers as Bizet, Chopin, Debussy, Offenbach, Ravel, and Saint-Saëns;	J	J	I	I
	• attend performances by local or visiting Francophone actors and artists;	J	I	I	I
	• put together a disco concert as it would be done by a Francophone disc jockey;	I	I	I	I

Objectives	*Sample Cultural Topics and Activities*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• listen to the music and discover the cultural significance of singers such as Angèle Arsenault, Edith Butler, Robert Charlebois, Diane Dufresne, Pauline Julien, Gilles Vigneault, Charles Aznavour, Mireille Mathieu, Nana Mouskouri;	I	I	I	I
	• view films and television programs designed for a Francophone audience;	I	I	S	S
• contacts with Francophones.	• invite a Francophone to visit the classroom;	P	J	I	I
	• exchange letters, tapes, and scrapbooks with pen-pals, either individually, or as part of a group project;	P	J	I	I
	• visit Franco-Ontarian schools or schools in other parts of French Canada;	J	J	I	I
	• participate in exchange trips during the school year;	J	J	I	I
	• participate in a vacation or study trip to a Francophone region.	J	J	I	I
2. The program should help students to develop the ability:	Students can:				
• to become familiar with famous people, objects, scenes, or customs that belong to a Francophone culture;	• invite a local Francophone to demonstrate a children's game or to talk about his or her life to the class;	P	J	I	I
	• view films and videotape programs appropriate to their age and skill level that depict people, scenes, or customs belonging to a Francophone culture;	P	J	I	I
	• identify from concrete objects, or from photographs, posters, films, and television programs, aspects of French-Canadian or French culture, such as well-known political or entertainment figures, wood carvings, scenic or historical landmarks, or a *réveillon;*	J	J	I	I
	• make visits to places that present opportunities to observe authentic cultural displays;	J	J	I	I
	• attend appropriate theatrical performances by local or visiting troupes that present authentic examples of Francophone culture;	J	J	I	I
• to locate geographical areas relevant to French-language study;	• draw a map of Canada and indicate cities and areas of significance to the French culture in Canada;	J	J	I	I
	• use the *Oh! Canada* kit;	J	J	I	I
	• use road maps of Quebec and other provinces to find cities having a significant Francophone population, and the distances between these cities;	J	J	I	I
	• find out where Francophone carnivals and festivals are held;	J	J	I	I
	• indicate on a world map those areas where French is spoken;	J	J	I	I
	• research the significance of the French language in diplomacy and international relations;	S	S	S	S
• to compare and contrast aspects of Francophone cultures with their own;	• participate in physical activities such as skipping or bouncing a ball to French rhymes;	P	J	I	—
	• make cards in French for Christmas, Valentine's Day, Easter, or Mother's Day;	P	J	I	—

Objectives	*Sample Cultural Topics and Activities*	Grade 1 Stream	Grade 4 Stream	Grade 7 Stream	Grade 9 Stream
	• prepare, for exchange with a French-language class, a scrapbook or audiotape on their community, their class, a school athletic event, or a holiday;	P	J	I	I
	• make and/or sample French-Canadian or French foods, such as *tourtières, tartes au sucre, crêpes, fèves au lard, bûches de Noël,* French bread, *galettes,* and *croissants;*	P	J	I	I
	• dramatize and/or report on the celebration of festivals and holidays in their own culture and the Francophone culture, e.g., Christmas, Epiphany, Valentine's Day, Hallowe'en, *la Toussaint,* and April Fool's Day;	P	J	I	I
	• collect French post cards, greeting cards, stamps, and coins;	J	J	I	I
	• visit a French-language class, or school;	J	J	I	I
	• visit a local French restaurant;	J	J	I	I
	• compare French and English advertisements for the same products;	J	J	I	I
	• make a list of French words and expressions used on signs and in advertisements;	J	J	I	I
• to understand and use body language that has significance for and is appropriate to Francophones;	• learn to recognize and imitate gestures commonly used by Francophones to convey and/or reinforce meaning, e.g., shrugging one's shoulders or rubbing the thumb and first two fingers rapidly together to indicate "money", and gestures expected by members of Francophone cultures, such as shaking hands or kissing on both cheeks;	J	J	I	I
• to recognize and interpret common colloquial interjections and exclamations;	• recognize and use appropriately such interjections as *euh!, hein!,* and *zut!* (These can be presented as vocabulary items and used to provide pronunciation practice.);	J	J	I	I
• to identify standard French cultural and historical references and to understand what they would mean to a Francophone.	• research, study, and discuss cultural and historical references, such as *la Saint-Jean-Baptiste, la Loi 101, la Révolution tranquille, la Bastille, la Résistance;*	I	I	S	S
	• clarify, with the help of the teacher or other resources, cultural and historical references encountered incidentally in reading or viewing, e.g., the concept of *la veillée* in *L'Étranger* or *Mon oncle Antoine.*	I	I	S	S

Levels of Difficulty

Where Core French programs are offered in elementary school, they normally include all students except those in Immersion programs. However, because of the wide range of student interest and ability in elementary-school French classes, the Core program must provide students with the opportunity to work at varied rates of skill acquisition and varied levels of difficulty.

Where sufficient numbers of students require a Core program at a significantly different pace and/or level than is available to them in the existing program, principals, in co-operation with teachers, may be able to effect placement or organizational changes to accommodate them. The following are some possibilities:

- offering more than one level of Core program. This should not be considered in the Primary Division, when children are in the early stages of development, nor in the initial years of a program that begins in the Junior or Intermediate divisions (see the chart on page 33);
- cross-grade grouping within the school to bring together students from different classes who have similar backgrounds in French;
- placing individual students in a higher or lower grade for French. A very careful consideration of the student's future program must precede such placements. Special placements must be feasible for a series of years to permit the student to continue a sequential French program in subsequent grades. As well, the maturity of the student should be reasonably compatible with that of prospective classmates.

In some cases the school board may be able to make some special provision for students transferring in who require a different level of Core program than the board normally offers. The following are two possibilities:

- Where students have accumulated a greater background in French than have their peers in their new school, part-time peer grouping involving several schools can be provided for such students. Bringing these students together for seventy-five minutes each week for reading, viewing, or other activities can maintain and develop their superior French skills.
- Where students have accumulated less background in French than have their peers in their new school, intensive summer or after-school courses in elementary French can be provided to permit those transferring in to increase their skills sufficiently to allow them to enter the school board's Core program.

Even where it is feasible for the individual principal or school board to make such special provision for some students, Core program teachers will have in their classes students of varied abilities and levels of achievement. To make the program as relevant and profitable as possible for all students, teachers can:

- employ group-work techniques (see Part III, pages 72 to 74);
- guide individual students or small groups in the use of individualized materials for enrichment or remediation. Such materials can be developed by the teacher or by a team of teachers from several schools, or can be purchased from other boards or commercial publishers. The teacher may use parent or senior student volunteers to work under supervision with these students;
- vary expectations for individual students. Teachers can direct questions judiciously and require more active mastery of skills and more personalized use of French from some students than from others. For some students, objectives can be limited to comprehension and repetition or transcription of the basic content.

Testing will help teachers to diagnose students' needs in order to plan appropriate grouping and instruction. Short tests, focusing on a specific skill or specific type of structure, can be administered early in the school year, after a few days of renewed exposure to the language, to assess the students' approximate competence. Teachers familiar with the structures, vocabulary, and progression of the course students have used can design these diagnostic tests. To prevent duplication of effort and to facilitate the adjustment of students moving from one school to another, school boards may want to have teacher teams develop diagnostic tests to be made available in their jurisdictions. Common assessment instruments that can be used in the first year of each division and panel would be of particular value to teachers receiving new students.

Course Alternatives

The objectives and content listed in Parts I and II of this guideline are the components of a French as a second language program at either the advanced or the general level. The basic level requires more restricted objectives and content designed for the particular students enrolled.

Advanced level. Advanced-level courses proceed at a faster pace, reach more sophisticated objectives, and treat both objectives and content in greater depth than do general-level courses.

Such courses shall be considered as appropriate preparation for Honour Graduation courses. Advanced-level courses should be enriched for gifted students where feasible. The achievement of these students should be assessed at the advanced level; they should not be penalized for having taken an enriched program.

General level. General-level courses must offer a solid grounding in the language and must incorporate the four language skills. It is essential that these skills be used to reinforce each other in order to accommodate the variety of student learning styles.

General-level courses must also provide opportunities for students to develop proficiency in the language skills and content most useful to them. Materials and assignments should be related to the specific needs and interests of the students. In some areas of the province, needs will be dictated by local employment opportunities. Learning and using vocabulary and structures likely to be encountered in business, industry, or travel can increase student motivation. Motivation should also be a prime criterion for the selection of reading materials.

It is advantageous to use a different text or text series for the general level rather than to cover a reduced amount of the advanced-level text. All students need a variety of new themes to motivate them. Proceeding slowly through the text used for the advanced level provides the student in the general-level course with too few contexts to maintain interest. As well, the use of a distinct text also prevents students from making invidious comparisons of the text coverage at the two levels.

The process and ramifications of transfer between levels should be outlined in advance, so that students, parents, and teachers know precisely what such changes entail. Students who transfer from the advanced to the general level must be informed, through school course calendars and counselling, that no Honour Graduation credit is offered at that level. Most students transferring from the general to the advanced level need to learn the structures and vocabulary of the advanced-level course of the same grade to be able to continue profitably at the advanced level (see the chart on page 33). Where the work covered is new, and the minimum required number of hours of classroom instruction (110) is attained, a student who makes such a transfer may be granted a credit for the make-up year.

Basic level. A basic-level course should provide students with the opportunity to gain basic knowledge and skills. The academic work and related skills should be perceived by students as being useful. Where a French-speaking population makes the ability to carry out simple communication in French important for employment, French can be offered to help prepare secondary-school students taking basic-level courses for direct entry into the work force. The listening and speaking skills should be taught through situations reflecting anticipated occupations. The ability to read signs, advertisements, and forms might also be developed in a basic-level course.

The content of basic-level courses must be designed for a specific community and a particular group of students. The following are some possible situations that might be included:

- working in a service station
- operating a machine or clerking in a dry-cleaning establishment
- working as a sales clerk in a store
- working as a hairdresser
- repairing small appliances
- understanding an employment want-ad

Articulation

Any French program should involve students in a planned sequence of learning experiences that provides opportunity for steady increments in knowledge and skill. The review and reuse of structures and vocabulary are essential and natural in language study, but there should be no gaps, no unnecessary repetition, and no restarting from the beginning in a well-articulated program. For the teacher, the nucleus of the program must be a complete list of logically sequenced structures, and a repertoire of vocabulary topics that make their presentation possible. The thematic program presented to students through locally developed or commercial materials is built around this nucleus. A breakdown in the progression will occur when there is inadequate communication between teachers or schools as students proceed from one grade to the next, insufficient direction to students on the selection of level, lack of diagnostic testing to ensure appropriate programming, or injudicious choice of texts.

The choice of texts for use in class will depend on the age and maturity of the students, the number of accumulated hours of French instruction they have received, the level of course they are studying, and the progress they have made in assimilating structures and vocabulary content. If a new text series is adopted that repeats work already covered, a careful choice of the point at which the series will first be used can avoid needless repetition. Continuity of program can also be

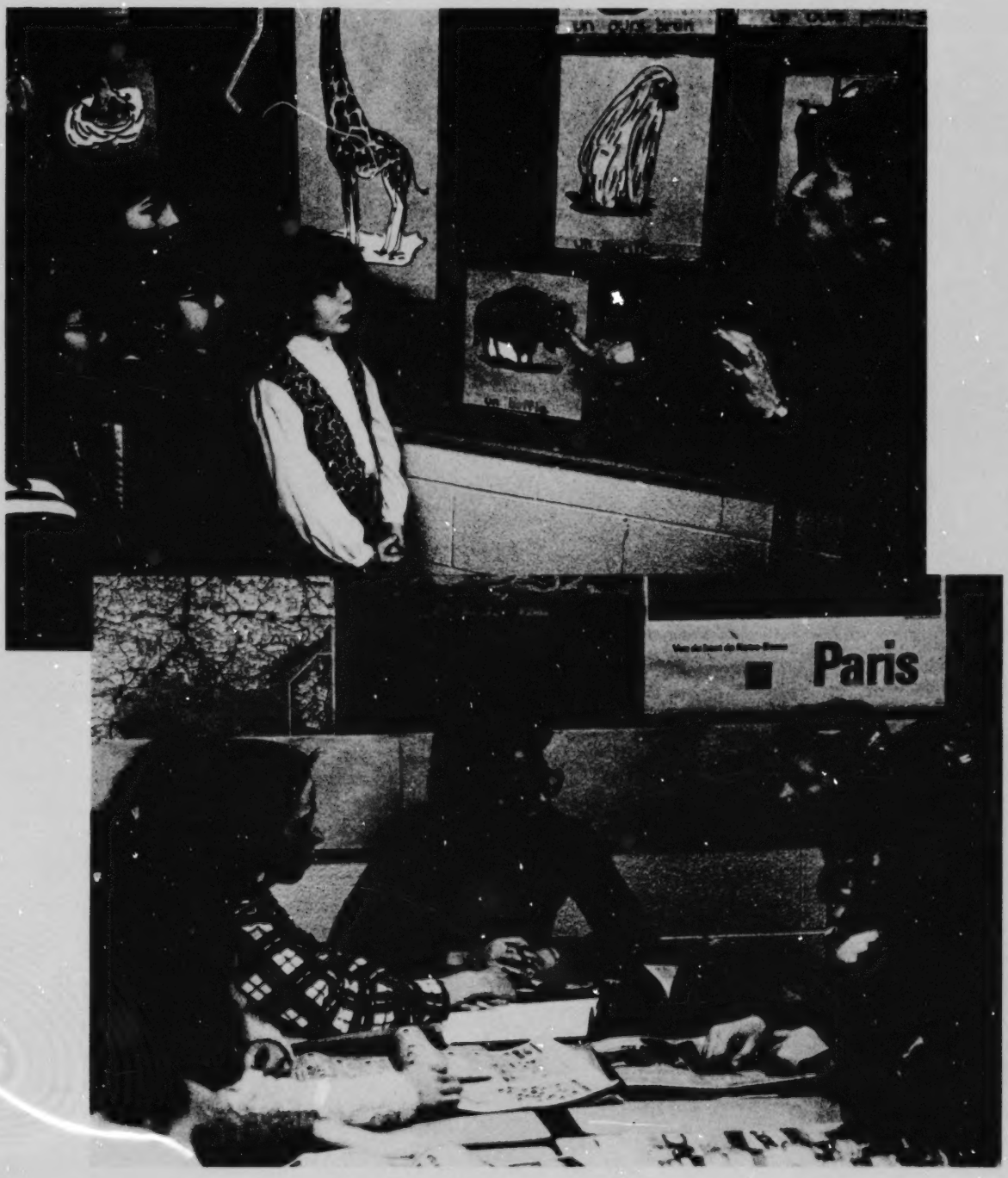
preserved if teachers design satisfactory bridging materials to prepare students who are moving from one text series to another.

The overall responsibility for ensuring proper program continuity rests with the school board. Interschool and interpanel liaison should be encouraged so that teachers at every level have an opportunity to see the French program as a whole. To facilitate continuity, the following specific steps should be taken:

- The texts used in all divisions should be examined by a representative group of teachers, and structure and vocabulary lists should be analysed and compared with the suggested content in Part II, so that gaps will be avoided and unnecessary duplication reduced to a minimum.
- Elementary- and secondary-school teachers should be brought together to establish minimum expectations regarding the structures and vocabulary to be taught in each grade. Part II of this document suggests how the structures may be divided by division and level; an overall plan for treating vocabulary topics is also given.
- An appropriate method of reporting student progress from year to year should be devised. It should include mention of the reading texts, projects, and activities used, so that teachers in subsequent years will not repeat them.
- Diagnostic testing should be planned to help teachers smooth their students' transition from one grade to the next.
- Teachers should be encouraged to make interclass and interschool visits and to hold joint professional activities. If possible, elementary-secondary teacher exchanges of a week or more should be arranged. Contact and co-operation among French teachers in all divisions is essential for the best integration of the program.

Continuity between secondary and post-secondary French programs is highly desirable, but is more difficult to effect because of the relatively autonomous structure that exists at the post-secondary level. Contacts should be established between secondary-school and university and community college language departments to permit discussion and articulation of the objectives and content of the final secondary years and first-year university and college programs. Secondary-school graduates who have continued their study of French might be asked to speak to teachers and Senior Division students to keep secondary schools in touch with what the universities and colleges are doing. Professional organizations for modern-language teachers that are open to elementary, secondary, and post-secondary teachers provide an excellent forum for discussion and liaison that will improve continuity in all areas of the program.

II. Content



Introduction

Part II contains three sections that, taken together, outline the structural, grammatical, and lexical content of the Core French program. The contexts into which these components are incorporated will be decided by the local selection of themes and materials.

No specific corpus of cultural topics is considered essential to a Core French program. Decisions regarding the content required to achieve the cultural objectives of the program have been left to the discretion of board and school personnel, who will be familiar with local interests and resources. Suggestions for appropriate activities are listed with each cultural objective in Part I.

Core French programs in Ontario may begin in any grade from Kindergarten to Grade 9 and may vary from 60 to 120 hours per year in time allotment. Of the many instructional sequences possible in the Core French program, four have been selected for detailed consideration here: programs consisting of forty minutes of daily instruction beginning in Grade 1, 4, 7, or 9. These instructional sequences were chosen for the following reasons:

- They correspond to the first years in the Primary, Junior, and Intermediate divisions, and the first year of secondary school. For most children, each of these divisions represents a significant developmental stage with identifiable characteristics.
- Because they can be adapted to suit sequences that begin one grade lower or higher — for example, the Grade 4 stream can be adapted to suit a Grade 3 or Grade 5 starting point — they cover all possible starting points.
- *Teaching and Learning French as a Second Language: A New Program for Ontario Students* encouraged daily forty-minute periods of French instruction in elementary school. This time allotment is particularly valuable in shorter streams.

The amount of structural, grammatical, and lexical content of the Core French program is necessarily very different in the four instructional sequences, which are designated in the following pages as the Grade 1 stream, Grade 4 stream, Grade 7 stream, and Grade 9 stream. The chart on page 33 outlines the variations in structural content among these streams. Expectations of student achievement will vary widely by the time students enter Honour Graduation courses. At this point student background in French may range from 480 to 1440 hours of instruction. Teachers should plan their courses accordingly, and not attempt to present the same amount of content in a shorter sequence as they would in a longer one.

Where twenty- or thirty-minute daily programs now exist, content requirements must be reduced and adapted appropriately. For example, students in the Grade 1 stream with a twenty-minute time allotment in elementary school will likely reach Grade 9 with approximately one-third fewer language structures than those suggested for that stream in the chart on page 33. Generalizations and vocabulary topics will also need to be reduced proportionately. It should be noted that the content presented in a forty-minute period is not expected to be twice the amount presented in a twenty-minute period. Some of the additional time in the longer period should be used for applying structures and vocabulary immediately in the pursuit of objectives such as personal expression, reading, and cultural awareness, not merely for increasing the content presented. It is the responsibility of local school boards to design programs to suit their time allotments.

Several factors influence decisions on the number and choice of structures, generalizations, and vocabulary topics to be included in each division and stream. The most important of these are as follows:

- Student attention span gradually increases as students get older.
- Only listening and speaking skills should be developed before Grade 3; reading and writing skills are introduced when most children have already developed these skills in English — in Grade 3 for students who begin French early in the Primary Division, and in Grade 4 or after for those who begin later.
- The formal development of generalizations is not appropriate until children reach the stage of development where they begin to conceptualize abstract ideas. Most children reach this stage in Grade 7 or 8.
- Students in Grades 7 and 8 gain needed security from generalizations and are able to contribute to the development of generalizations.
- Students in Grades 7 and 8 who began French in the Junior Division or earlier need time to read complementary material.
- Where Core French programs are offered in elementary school by the school board, full participation of all pupils enrolled in the grades involved is normally required. In secondary school French is an optional subject.

The section below entitled "Structures: Suggested Order of Presentation" lists the 200 structures of the French language that, on the basis of frequency of use and importance for

communication, are considered necessary in the development of a complete Kindergarten to Honour Graduation French program. This section also includes a summary suggesting the number of structures to be studied in each division and stream. The section on generalizations lists generalizations and the structures on which they are based for each of the four streams. Comments on the presentation of generalizations are found on pages 45 and 70.

The section entitled "Vocabulary Topics: Suggested Order of Presentation" provides a list of topics that should form part of any Core French program.

It cannot be stressed too strongly that the accumulation of structures, the development of generalizations, and the acquisition of vocabulary are not ends in themselves. These components of language must be presented, practised, and applied in natural contexts so that students are able to achieve real communication.

The chart below provides *suggestions* as to the number of structures to be presented in each division and level, based on a daily forty-minute period of instruction. The number of structures suggested has been deliberately restricted to permit four-skill mastery of those items. Teachers will want to present some additional structures for comprehension only.

In the Grade 9 stream, which is now chiefly relevant to correspondence courses, a different skill emphasis may be needed. For this reason, it is suggested that teachers select the structures most useful to their particular Grade 9 stream students, rather than include a specific set of structures from the list below. Teachers in this stream must, for example, plan carefully to be able to include the basic pronouns and verb tenses in the curriculum by the end of the Senior Division.

For general-level courses, only the number of structures, not the suggested terminal structure, is listed for each division. This suggested number of structures is intended to indicate a reasonable expectation for each division of a general-level course.

These courses may be started at varying points in any stream, and individual students may transfer from advanced-level courses to general-level courses in any grade if such courses are available. Thus, a general-level course, after the initial grade, may include some students who have come up through the general level and some who have just transferred from the advanced level. The course must, however, be planned to accommodate the needs of a variety of students. Suggestions for such planning are contained in Part I under "Levels of Difficulty" and in Part III under "Grouping Procedures".

Starting Grade / Division	Grade 1		Grade 4		Grade 7		Grade 9	
	Adv.	Gen.	Adv.	Gen.	Adv.	Gen.	Adv.	Gen.
P	40 (#1 to #40)							
J	40 (#41 to #80)		50 (#1 to #50)					
I 7-8	30 (#81 to #110)	+ 20	30 (#51 to #80)	+ 20	50 (#1 to #50)			
I 9-10	30 (#111 to #140)	+ 20	30 (#81 to #110)	+ 20	30 (#51 to #80)	+ 20	50	40
S 11-12	30 (#141 to #170)	+ 20	30 (#111 to #140)	+ 20	30 (#81 to #110)	+ 20	+ 30	+ 20
SSHGD first credit	20 selected		20 selected		20 (#111 to #130)		+ 20	
SSHGD second credit	10 selected		20 selected		20 (#131 to #150)		+ 20	

Structures

The following list of structures is provided not with the intention that teachers will use it as a basis for daily lesson-planning, but rather so that they will be able to assess the structural content of the texts or materials they are using. Teachers can use it as a checklist to see whether there are significant gaps to be filled in their program.

A structure is not to be taught in isolation; this skeletal framework must be fleshed out with vocabulary, and presented in context, if students are to acquire a functional use of language.

The order of the structures in the list is not meant to be strictly adhered to. The number of structures suggested in any one stream represents a reasonable expectation of what can be achieved, by division.

Those students who begin the study of French in Grade 1 should be able to complete the basic list of 170 structures by the end of Grade 12 in advanced-level courses. In Honour Graduation courses, structures already learned will be reviewed and consolidated, and any additional structures that appear in reading materials or are required for the writing program will be clarified.

Students who begin French in Grade 3 or 4 should complete 140 structures by the end of Grade 12 in the advanced level. Teachers of Honour Graduation courses can either continue with the structures as listed, or choose those structures from numbers 141 to 200 that best complement the reading and writing program.

It is clear that students who begin French in Grade 7 or later will not complete the 200 structures listed. Teachers of these streams should not concentrate on structures and generalizations in order to arrive at a level in grammar comparable to that achieved by students in the longer streams. To do so would necessarily involve a concentration on grammar skills to the exclusion of other skill development. This is not the goal of Core French programs in Ontario. Rather, teachers in the shorter streams must maintain a balance of the language skills as outlined in Part I. Their students should be encouraged to use actively the structures they can master comfortably within the scope of their programs. Teachers of these streams should continue the structure list in the Honour Graduation year and plan to introduce approximately twenty structures for each credit. They will also clarify any additional structures that are necessary for the reading program.

The initial French structures to be learned are less complex than those structures at later stages of the sequence. It is expected, therefore, that more structures will be learned in the early years of a stream than in the later ones.

Suggested Order of Presentation

As each new structure is introduced, the teacher will help the student to assimilate it into previously learned structures and vocabulary. As reading and writing skills are developed, the teacher will help the student to read and write structures and vocabulary that have been learned orally.

Structure	Example
1. *c'est* + proper noun	*C'est Marie.*
2. *c'est/ce sont* + indefinite article + noun	*C'est un livre.* *Ce sont (c'est) des images.*
3. *c'est/ce sont* + completive[1] (rising intonation)	*C'est Marie?*
From this point on, students should be taught that rising intonation makes any assertive sentence interrogative.	
4. *ce n'est pas/ce ne sont pas* (+ determiner) + (proper) noun	*Ce n'est pas Marie.* *Ce n'est pas une pomme.*
5. *c'est/ce sont* + definite article + noun + *de* + proper noun	*C'est le livre de Marie.* *Ce sont (c'est) les enfants de Mme Leblanc.*
6. *qui* + *est* + completive	*Qui est-ce?*

1. "Completive" is used in this list to stand for whatever is needed to complete a phrase or sentence. It has no single grammatical meaning or significance.

Structure	Example
7. *est-ce que* + *c'est* + completive	*Est-ce que c'est Pierre?*
8. *qu'est-ce que* + completive	*Qu'est-ce que c'est?*
9. *où* + *est/sont* (+ determiner) + noun?	*Où est Paul?* *Où sont les bonbons?*
10. preposition (+ determiner) + noun	*Paul est derrière Jacqueline.* *Le biscuit est sur le plancher.* *Qui est à la porte?*
11. *voilà* (+ determiner) + noun	*Voilà Paul derrière Julien.* *Voilà des bonbons.*
12. possessive adjective (first, second, and third person singular and plural forms) + noun	*Est-ce que c'est ton livre?* *Oui, c'est mon livre.* *Où sont ses parents?*
13. pronoun subject + *est/sont* + completive	*Ils sont dans le jardin.*
14. *il y a* + determiner/numeral + noun + completive	*Il y a une image sur la table.* *Il y a deux garçons ici.*
15. subject + *être* (present tense, all forms) + adverbial phrase	*Nous sommes à la maison.*
16. subject + *être* (present tense) + adjective	*Jeanne est petite.* *Vous êtes petits.*
17. *er* verb (imperative, second person) (+ determiner) + noun	*Arrêtez.* *Regarde(z) la plante.*
18. subject + *er* verb (present tense forms with silent ending) (+ completive)	*Je mange un bonbon.*
19. *est-ce que* + subject + *er* verb (present tense forms with silent ending) (+ completive)	*Est-ce qu'il mange une pomme?*
20. subject + *ne* + *er* verb (present tense forms with silent ending) + *pas* (+ completive)	*Je ne regarde pas l'oiseau.*
From this point on, teachers will include the interrogative with *est-ce que* and the negative with any verb structure introduced.	
21. assertive sentence + *n'est-ce pas?*	*Il mange avec Colette, n'est-ce pas?*
22. *à* + indefinite/definite article + noun	*à un garçon, au garçon, à une femme, à la femme, à l'école, aux enfants*
23. (subject +) *er* verb (present tense/imperative, second person) + direct object + *à* + completive	*Il donne la balle à Marie.* *Donnez des bonbons aux enfants.*
24. subject + *avoir* (present tense, except *nous* and *vous* forms) + completive	*J'ai deux soeurs.*
25. *combien de* + noun + completive	*Combien de frères est-ce que tu as?*
26. subject + *en* + verb (present tense, except *nous* and *vous* forms) + expression of quantity	*J'en ai deux.*

Structure	Example
27. subject + *ne* + verb (present tense, except *nous* and *vous* forms) + *pas de* + noun	*Je n'ai pas de crayon.*
28. *quel* + noun + *est-ce que* + subject + verb (present tense, except *nous* and *vous* forms)	*Quel animal est-ce que tu aimes?*
29. *quel* + *est/sont* + determiner + noun	*Quel est cet homme?* *Quelle est ton adresse?*
30. *il y en a* + expression of quantity	*Combien de crayons est-ce qu'il y a sur la table? Il y en a quatre.*
31. preposition + *qui* + *est/sont* + determiner + noun (+ completive)	*À qui sont les mitaines sous la table?*
32. subject + *est/sont* + *à* + proper noun/disjunctive pronoun (*moi, toi*)	*Elles sont à Paul.* *La tuque est à moi.*
33. subject + *avoir* (present tense, all forms) + completive	*Vous avez dix minutes.*
34. subject + verb (+ determiner + noun) + *de* + definite article + noun	*C'est la maison des enfants.* *Tu veux du beurre (de la soupe, de l'eau, des carottes)?*
35. preposition + *quel* + noun + *être* (present tense) (+ determiner) + noun	*Dans quelle classe est Monique?* *De quelle couleur est ton chandail?*
36. *qui/qui est-ce qui* + verb (+ completive)	*Qui est-ce qui parle?* *Qui est absent?*
37. *qui* + *est-ce que* + subject + verb	*Qui est-ce qu'il cherche?*
38. subject + *er* verb (present tense, all forms) (+ completive)	*Nous regardons la télé.* *On parle français à Montréal.*
39. possessive adjective (first, second, and third person singular and plural forms) + noun	*Ils cherchent leurs livres.*
40. *er* verb (imperative, first person plural) (+ completive)	*Chantons ensemble.*
41. *quand/pourquoi/comment* + *est-ce que* + subject + verb (+ completive)	*Pourquoi est-ce qu'il est absent?* *Comment est-ce que tu vas à la maison?*
42. determiner + noun + adjective	*cette pomme rouge*
43. determiner + adjective + noun	*un beau garçon, une petite fille*
44. subject + *aller* (present tense) + infinitive	*Tu vas manger.*
45. subject + direct object pronoun (third person) + verb (present tense) (+ completive)	*Je les vois dans la cour.*
46. direct object pronoun (third person) + *voilà/voici* (+ completive)	*Où est Georges? Le voilà avec Henri.*
47. (subject +) *aller* (present tense/imperative) + direct object pronoun (third person) + infinitive	*Il va les voir demain.* *Allons le chercher.*
48. subject + verb (present tense) + adverb	*Il parle lentement.* *Nous chantons bien.*

Structure	Example
49. verb (present tense) (+ *-t-*) + pronoun subject (+ completive)	*Veux-tu un bonbon?* *Va-t-il souvent à Montréal?*
50. noun + verb (present tense) (+ *-t-*) + pronoun subject (+ completive)	*Paul écoute-t-il la radio?*
From this point on, teachers will include the interrogative (both *est-ce que* and inversion), the negative, and the negative interrogative with any verb structure.	
51. subject + reflexive pronoun + *er* verb (present tense)	*Il se lave.*
52. determiner + noun (expressing quantity) + *de* + noun	*une tasse de café, un verre de jus*
53. subject + direct object pronoun (first and second person) + verb (present tense)	*Il nous voit.*
54. subject + *ir* verb (present tense)	*Elle finit son déjeuner.* *Nous remplissons les verres.*
55. preposition + disjunctive pronoun (all forms)	*(Venez) avec nous.*
56. possessive adjective (first, second, and third person singular) + feminine noun beginning with a vowel or silent *h*	*(Raconte) ton histoire.*
57. subject + *ne* + verb (present tense) (+ preposition) + *personne*	*Je ne vois personne.* *Il ne parle à personne.*
58. determiner + noun (+ determiner + noun, etc.) (With a few exceptions, nouns in French require a determiner.)	*Il y a du beurre sur la table.* *Jean-Louis n'aime pas les carottes.* *Voilà son père, sa mère et sa soeur.*
59. subject + *re* verb (present tense)	*Elle ne répond pas à la question.*
60. subject + verb (present tense) + infinitive	*Tu peux sortir ce soir.* *Nous voulons aller au cinéma.*
61. subject + indirect object pronoun + verb	*Je lui montre le livre.* *Il me parle en français.*
62. subject + *être* (present tense) + *plus/moins/aussi* + adjective (+ *que* + completive)	*Pauline est plus petite que moi.* *Sudbury est moins grand que Toronto.*
63. *plus/moins/aussi* + adverb (+ *que* + completive)	*Il parle plus vite que Roger.*
64. *beaucoup/trop/assez* + *de* + noun	*beaucoup de pain* *trop de beurre*
65. subject + *avoir* (present tense) + past participle	*Nous avons entendu le chien dans le jardin.*
66. subject + *en* + verb	*Je n'en ai pas besoin.* *Il en a déjà parlé à ses parents.*
67. subject + *y* + verb	*On y va?* *Elle y a répondu.*
68. determiner + noun + *plus/moins/aussi* + adjective (+ *que* + completive)	*C'est une question moins difficile que la première.*

Structure	Example
69. determiner + *plus/moins/aussi* + adjective + noun (+ *que* + completive)	*Ils ont acheté une plus grande maison.*
70. subject + *être* (present tense) + past participle (with or without audible agreement)	*Ils sont partis dimanche.* *Elle est morte très jeune.*
71. noun + *qui* + verb (present or present perfect tense, no audible agreement)	*C'est Jean-Marc qui pleure.* *Tu connais l'homme qui a parlé ce matin?*
72. noun + *que* + subject + verb (present or present perfect tense, no audible agreement)	*Voilà le garçon que je cherche.* *J'aime la robe qu'elle a achetée chez Eaton.*
73. subject + direct/indirect object pronoun + *avoir* (present tense) + past participle (no audible agreement)	*Je les ai mangés.* *Marcel lui a parlé hier.*
74. disjunctive pronoun + *même(s)*	*Yves l'a construit lui-même.*
75. subject + *ne* + verb/auxiliary verb + *jamais/plus/rien/pas encore* (+ past participle)	*Il ne parle jamais.* *Elle n'est pas encore partie.*
76. subject + *être* + noun (profession or nationality)	*Il est médecin.* *Elle est Canadienne.*
77. *c'est/ce sont* + disjunctive pronoun	*Qui parle? C'est lui.*
78. disjunctive pronoun + sentence/completive	*Elle va rester. Lui aussi.* *Moi, j'y vais bientôt.*
79. subject + reflexive pronoun + auxiliary verb (present tense) + past participle (no audible agreement)	*Elles se sont lavées.*
80. preposition + *qui/quoi* + verb (interrogative)	*Avec qui pars-tu?* *Avec quoi est-ce qu'il ouvre la bouteille?*
81. *qu'est-ce qui* + verb	*Qu'est-ce qui est tombé?*
82. noun + preposition + *qui* + subject + verb	*Voilà la femme pour qui il travaille.*
83. noun + *où* + subject + verb	*Voilà la maison où il demeure.*
84. verb (imperative) + direct/indirect object pronoun	*Mange-le!* *Parlez-moi de votre voyage.* *Donne-lui ton cahier.*
85. verb (imperative) + reflexive pronoun object	*Lève-toi tout de suite.*
86. *ne* + direct/indirect object pronoun + verb (imperative) + negative	*Ne le mange pas.* *Ne te lève pas.*
87. subject + verb (present tense) + *depuis* + completive	*Ils attendent depuis trois jours.*
88. subject + verb (present perfect tense) + expression of limited time	*Nous avons travaillé pendant deux heures.*
89. subject + verb (imperfect tense)	*Il roulait à bicyclette.* *Nous cherchions nos amis.*
90. subject + *ne* + verb + *que* + completive	*Il n'a qu'un frère.* *Elle n'a fait qu'une faute.*

Structure	Example
91. subject + direct object pronoun + auxiliary verb + past participle (audible agreement)	*La lettre? Je l'ai mise sur la table.*
92. noun + relative pronoun (+ subject) + auxiliary verb + past participle (audible agreement)	*Où est la lettre qu'elle nous a écrite?* *C'est sa mère qui est morte.*
93. subject + reflexive object pronoun + auxiliary verb + past participle (audible agreement)	*La malade s'est assise dans la salle d'attente.*
94. *quel/combien de* + noun + auxiliary verb + subject pronoun + past participle (audible agreement)	*Quelle clef as-tu prise?*
95. subject + auxiliary verb + *tout* + past participle	*Elle a tout pris.*
96. subject + auxiliary verb + adverb + past participle	*Le petit a bien chanté.*
97. subject + auxiliary verb + past participle + adverb/adverbial expression	*Le professeur a parlé lentement.* *Il est parti tout de suite.*
98. subject + *ne* + auxiliary verb + past participle (+ preposition) + *personne*	*Tu n'as montré les photos à personne?*
99. *si* + subject + verb (present tense) + completive	*Si tu vois Renée, donne-lui ce cadeau.* *Si je suis fatigué, je reste au lit.*
100. subject + verb (future tense)	*Elle partira demain.*
101. *si* + subject + verb (present tense) (+ completive) + subject + verb (future tense)	*S'il arrive demain, il viendra me voir.*
102. subject + indirect object pronoun + verb + definite article + parts of the body	*Le médecin lui a examiné les yeux.* *Elle se brosse les dents.*
103. pronominal verb (compound tense) + determiner + noun	*Elle s'est cassé la jambe.* *Ils se sont acheté une nouvelle voiture.*
104. subject + *me/te/se/nous/vous* + *le/la/l'/les* + verb (simple or compound tense)	*Il me les envoie.*
105. subject + *le/la/l'/les* + *lui/leur* + verb (simple or compound tense)	*Je la leur donne.* *Je ne la leur ai pas donnée.*
106. verb (imperative) + direct object pronoun + indirect object pronoun	*Montre-les-moi.* *Donnez-le-lui.*
107. subject + verb (imperfect tense) + *depuis* + completive	*Il nous attendait depuis vingt minutes.*
108. *quand/dès que*/etc. + subject + verb (future tense) (+ completive) + subject + verb (future tense)	*Quand Emma arrivera à Paris, elle ira tout de suite chez son amie.*
109. subject (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + verb	*Jeanne m'en a déjà parlé.* *On y en trouve beaucoup.*
110. *ne* (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + verb (imperative) + negative	*Ne les y mettez pas.*
111. subject + verb + preposition + infinitive	*Il est parti sans me voir.* *Elle décidera de rester ici.* *Elle a commencé à pleurer.* *Tu leur as dit ça pour les encourager.*
112. verb (imperative) + direct/indirect object pronoun + *y/en*	*Vas-y.* *Donne-m'en.*

Structure	Example
113. *il faut que* + subject + verb (present tense of the subjunctive)	*Il faut que nous le fassions tout de suite.*
114. subject + verb expressing a wish or command (present tense) + *que* + subject + verb (present tense of the subjunctive)	*Je veux que tu sois ici à dix heures.*
115. definite article/possessive adjective + noun + definite article + *plus/moins* + adjective (+ *de* + completive)	*C'est l'étudiant le plus sérieux de la classe.*
116. definite article/possessive adjective + *plus/moins* + adjective + noun (+ *de* + completive)	*Suzanne va porter sa plus jolie robe.*
117. *le plus/le moins* + adverb	*Il court le plus rapidement possible.*
118. noun/pronoun + *dont* + subject + verb	*Le livre dont j'ai besoin n'est pas ici.* *C'est la femme dont le mari est mort.*
119. subject + *venir* (present or imperfect tense) + *de* + infinitive	*Il vient de partir.* *Elle a dit qu'il venait de partir.* *Je venais de me coucher quand on a sonné.*
120. subject + verb (conditional tense)	*Qu'est-ce que ton père dirait?* *Je voudrais une tasse de thé.*
121. *si* + subject + verb (imperfect tense) + subject + verb (conditional tense)	*Si vous alliez au cinéma aujourd'hui, vous verriez un excellent film.*
122. *personne/rien* + *ne* + verb	*Rien ne lui plaît.* *Personne ne vous écoute.*
123. subject + verb (past perfect tense)	*Il avait déjà pris les billets quand je lui ai téléphoné.*
124. subject + verb of speaking, thinking, knowing (past tense) + *que* + subject + verb (imperfect, conditional, or past perfect tense)	*Il a dit qu'il allait en ville.* *Je pensais que les enfants viendraient aussi.* *On savait que tu étais déjà parti.*
125. subject + verb (literary perfect tense)	*À ce moment, le directeur entra dans la salle.*
126. subject (+ indirect object pronoun) + verb (+ *à* + determiner + noun) + *de* + infinitive	*J'ai conseillé à mon père de partir.*
127. subject (+ direct object pronoun) + verb (+ determiner + noun) + *de* + infinitive	*J'ai prié Françoise de m'aider.*
128. subject (+ direct object pronoun) + verb (+ determiner + noun) + *à* + infinitive	*Je l'ai aidé à construire sa maison.*
129. *ne* + negative + infinitive	*J'ai demandé à Raoul de ne pas fumer.*
130. *ne* + infinitive (+ preposition) + negative	*Je vous ai demandé de ne parler à personne.*
131. subject + verb/verbal phrase expressing emotion + *que* + subject + verb (subjunctive)	*Je regrette qu'il ne soit pas ici.* *J'ai peur qu'il (ne) soit malade.*
132. subject + *attendre* + *que* + subject + verb (subjunctive)	*Ils attendent que tu viennes.*

Structure	Example
133. subject + verb (indicative) + *que* + subject + verb (present/present perfect tense of the subjunctive) (tense sequence)	*Attendez* / *Je m'étonne* / *J'ai attendu* / *J'aurais préféré* } *qu'ils reviennent.* / *qu'ils soient revenus.*
134. *ce* + relative pronoun + completive	*Il sait ce qui va arriver.* *Prends tout ce que tu veux.* *Voilà ce dont j'ai besoin.*
135. noun + preposition + *lequel* + completive	*Ça, c'est la raison pour laquelle il est parti.*
136. subject + verb (conditional perfect)	*Je n'aurais rien dit à votre place.*
137. *si* + subject + verb (imperfect or past perfect tense) + subject + verb (conditional/conditional perfect)	*Si elle avait reçu de l'argent, elle m'en aurait envoyé tout de suite.*
138. subject + verb (+ completive) (+ *à/de*) + possessive pronoun	*Où est ta brosse? J'ai perdu la mienne.* *J'ai oublié mon livre. J'ai besoin du tien.*
139. possessive pronoun + verb	*Les siennes coûtent plus cher.*
140. *voilà/il y a/ça fait* (present or imperfect tense) + length of time + *que* + completive	*Il y avait déjà deux heures qu'il lui parlait.* *Ça fait dix minutes que je vous attends.*
141. *la plupart/bien/encore* + *de* + definite article + noun	*la plupart des gens* *bien du monde* *encore de la soupe*
142. *c'est/ce sont* + completive + *qui/que* + completing clause (verb in third person)	*C'est demain qu'il arrivera, pas ce soir.*
143. *c'est* + disjunctive pronoun (first or second person) + *qui* + completing clause	*C'est moi qui l'ai vu.*
144. *quoi/quelqu'un/personne/quelque chose/rien* + *de* + adjective	*Quoi de neuf?* *Elle n'a rien acheté de beau.*
145. *en* + present participle	*Elle lisait le journal en attendant son mari.* *Antoine est descendu en courant.*
146. *il* (impersonal subject) + verb + infinitive	*Il vaut mieux partir tout de suite.* *Il faut téléphoner au médecin.*
147. *c'est* + adjective + *à* + infinitive	*Prépare-lui une omelette. C'est facile à faire.*
148. *il est* + adjective + *de* + infinitive	*Il est difficile de lire votre signature, monsieur.*
149. *après* + perfect infinitive	*Après avoir fait ses emplettes, elle est rentrée.* *Après s'être levée, elle a pris une douche.*
150. *celui* + prepositional phrase/relative pronoun/*-ci, -là* (+ completive)	*Celui de Robert est le plus beau.* *L'auto qu'elle veut acheter, c'est celle qu'elle a vu hier.* *Tu veux ceux-ci ou ceux-là?*
151. subject (+ direct/indirect object pronoun) + *faire* + infinitive (+ direct object)	*Il fait venir le médecin.* *Il les a fait sortir.* *Je leur ai fait lire la lettre.*

Structure	Example
152. subject (+ direct object pronoun) + verb/auxiliary verb + *tous/toutes* (+ completive/past participle)	*Les enfants sont tous malades.* *Il les a tous lus.* *Elles sont toutes venues avec nous.*
153. subordinate conjunction + verb (subjunctive)	*Il partira sans que j'aie l'occasion de lui parler.* *Bien que je sois fatigué, je travaille.*
154. (preposition +) *lequel* (+ *de* + noun)	*Laquelle des robes a-t-elle vendue?* *Auquel des deux as-tu parlé?* *Il est allé voir des amis. Lesquels?*
155. subject (+ direct/indirect object pronoun) + *laisser*/verbs of perception + infinitive	*Elle a laissé tomber la tasse.* *Je l'entends chanter.* *Il les a vus partir.*
156. subject + verb (future perfect tense)	*Paul aura mangé avant notre arrivée.*
157. *quand/dès que*/etc. + subject + verb (future or future perfect tense) + subject + verb (future or future perfect tense)	*Dès qu'elle aura lu cette lettre, elle partira pour Montréal.*
158. subject + *croire/dire/espérer/penser*/expression of certainty + *que* + subject + verb (indicative)	*Denise espère que ses parents viendront à la cérémonie.* *Il est clair que vous manquez d'argent.*
159. verb (*croire*, etc.) + subject + *que* + subject + verb (subjunctive)	*Pensez-vous que Michel soit d'accord?* *Est-il vrai qu'il se soit marié?*
160. subject + *ne* + verb (*croire*, etc.) + negation + *que* + subject + verb (subjunctive)	*Je ne crois pas qu'il puisse le faire.* *On n'est pas sûr que tout soit prêt à temps.*
161. impersonal subject + verb + *que* + subject + verb (subjunctive)	*Il semble qu'il se soit trompé.* *Il vaut mieux que vous partiez.* *Il est bon que vous soyez là.*
162. subject + *ne* + verb + *ni* + completive + *ni* + completive	*Il n'a ni frère ni soeur.*
163. subject + *être* + past participle (transitive verb)	*Leur maison sera construite l'été prochain.* *Il a été tué par un voleur.*
164. noun/pronoun + *à* + infinitive	*Maison à vendre.* *Il n'y a rien à voir ici.*
165. *être* + past participle (transitive verb)	*Ce qui m'effraie, c'est d'être renvoyé.*
166. *après* + *avoir été* + past participle (transitive verb)	*Après avoir été libérés, les oiseaux se sont envolés.*
167. subject + *douter/nier* + *que* + subject + verb (subjunctive)	*Je doute qu'elle le sache.*
168. *quoi/qui/où que* + subject + verb (subjunctive)	*Quoi que vous disiez, elle ne vous écoutera pas.*
169. subject + *ne* (+ pronoun object) + verb + *aucun/nul* (+ noun)	*Elle n'a aucun désir de le revoir.* *Une bonne place? Il n'en trouve aucune.*

Structure	Example
170. *aucun/nul* (+ noun) + *ne* + verb (+ completive)	*Aucun ne le croirait.*

The following structures should be clarified incidentally by the teacher, if and when students encounter them in reading. Advanced Senior students may need to use these forms in writing.

171. sentence/partial sentence + verb of saying or thinking/ *paraître/sembler* + subject (+ completive)	*Elle est malade, paraît-il.* *La semaine passée, a répondu Robert, nous étions à Montréal.*
172. *peut-être que* + subject + verb	*Peut-être que tu l'as laissé à la maison.*
173. *tout* + adjective	*Thérèse est toute joyeuse.* *Les femmes seront tout étonnées de cette nouvelle.*
174. *quel que* + *être* (subjunctive) + determiner + noun	*Quelles que soient vos raisons, je les accepterai.*
175. *si* + adjective + *que* + subject + *être* (subjunctive)	*Si riches qu'ils soient, ils ne paieront jamais une telle somme.*
176. indefinite antecedent + relative pronoun (+ subject) + verb (subjunctive)	*On cherche une secrétaire qui sache le russe.*
177. definite article + *plus/moins* + adjective (+ noun) + relative pronoun (+ subject) + verb (subjunctive)	*Ce sont les plus grands que nous ayons jamais vus.*
178. definite article + *dernier/premier/seul/unique* (+ noun) + relative pronoun (+ subject) + verb (subjunctive)	*C'est la seule femme qui soit venue.*
179. negative antecedent + relative pronoun (+ subject) + verb (subjunctive)	*Nous n'avons jamais vu personne qui conduise aussi mal.*
180. *que* + subject + verb (present tense of the subjunctive)	*Qu'il fasse ce qu'on lui demande!*
181. *que* + subject + verb (subjunctive) (+ completive) + *ou* + completive + subject + verb	*Qu'il fasse beau ou non, nous partirons de bonne heure.*
182. subject + *me/te/se/nous/vous* + verb + *à* + disjunctive pronoun	*Il s'intéresse à elle.* *On nous a présentés à eux.*
183. subject + verb (conditional/conditional perfect/a past indicative tense) + *que* + subject + verb (imperfect or past perfect tense of the subjunctive) *(tense sequence)*	*Je voulais* *J'attendis* *J'aimerais* *J'avais attendu* *J'aurais préféré* } *qu'il revînt.* *qu'il fût revenu.*
184. determiner + noun + past participle + subject + verb	*La tâche terminée, ils rentrèrent chez eux.*
185. past participle/perfect participle + subject + verb	*Arrivés sur la scène, les agents ont commencé leur enquête.* *Ayant vendu leur maison, ils ont déménagé.*
186. *quand/dès que/*etc. + subject + verb (past anterior tense) + subject + verb (literary past tense)	*Quand il eut fini de parler, il quitta la salle.*
187. *quand/dès que*/etc. + subject + verb (double compound past tense) + subject + verb (present perfect tense)	*Quand j'ai eu fini mon verre, Raymond m'en a versé un second.*

Structure	Example
188. subject + verb (future/future perfect/conditional/conditional perfect tense)	*Il n'est pas encore arrivé; il aura perdu son chemin.* *Le premier ministre aurait accepté l'offre du gouvernement américain.*
189. *un/une/des* + noun + *des plus/moins* + adjective	*C'est une personne des plus généreuses.*
190. subordinate conjunction + subject + verb + *et que* + subject + verb + completive	*Quand tu auras fini ton petit déjeuner et que tu te seras habillé, téléphone-moi.*
191. *si* + subject + verb + *et que* + subject + verb (subjunctive) + completive	*Si tu vas à Montréal et que tu aies le temps, achète-moi ce disque.*
192. infinitive as imperative + completive	*Mélanger les ingrédients secs.*
193. *étant* + past participle (transitive verb) + completive	*Étant poursuivi par un agent, il court à toute vitesse.*
194. subject + *s'opposer/s'attendre/tenir* + *à ce que* + subject + verb (subjunctive)	*Le directeur s'attend à ce que Jean finisse sa tâche avant de partir.*
195. *ce* + preposition + *quoi* + subject + verb	*C'est ce à quoi je m'attendais.*
196. subject + verb expressing certainty + *que* + subject + verb + definite article + *dernier/premier/seul/unique/plus* or *moins* with adjective (+ noun) + relative pronoun (+ subject) + verb (indicative)	*Je constate que c'est la seule femme qui est venue.*
197. *quelque* + adjective/noun + *que* (+ pronoun subject) + verb (subjunctive) (+ noun subject) + completive	*Quelque grande que soit sa douleur, elle saura la dompter.* *Quelques promesses qu'il ait faites, il les tiendra.*
198. *d'autant plus/moins* (+ adjective) + *que* + subject + verb	*J'étais d'autant plus fâché que je le lui avais interdit.*
199. *sans doute/peut-être/aussi/ainsi* + verb/auxiliary verb + subject (+ past participle)	*Sans doute arrivera-t-il à temps.*
200. *à peine* + verb/auxiliary verb + subject (+ past participle) + *que* + subject + verb	*À peine fut-il parti que le téléphone sonna.*

Generalizations

The term "generalization" refers to the statement of a language concept that has been reached from the observation of what is common to many parallel examples. Such examples would be drawn from the structures and vocabulary of the oral core of earlier grades or earlier lessons.

The formal development of generalizations is not appropriate until children reach the stage of development where they begin to conceptualize abstract ideas. Although most children reach this stage in Grade 7 or 8, an observant teacher will detect from their questions when students can begin to generalize.

When a structure is first presented in the oral core, a brief clarification may be necessary to help the student understand what he/she is about to manipulate orally. This brief process will later be expanded when there are sufficient parallel examples from which the student may draw a conclusion about a language principle. The teacher (and/or textbook) will aid the student in drawing these conclusions in French whenever possible.

The generalizations outlined for the Primary and Junior divisions in the Grade 1 and Grade 4 streams are intended as a guide to make teachers aware of the progress of their students and to help them plan their review for incoming students. The structures in these divisions are not complex. Students will learn to use them by imitation of examples in context. Contractions with the prepositions *à* and *de,* for example, will be learned from repeated contexts rather than from charts or rules. Procedures for the informal development of generalizations with young children are suggested on page 70.

In the Junior Division, the comparing and contrasting of concrete examples may help students to correct their usage. This will also serve to introduce them to the making of inductive generalizations. If students, following the pattern *"Je n'ai pas de gants,"* make an incorrect analogy and say *"Ce ne sont pas de gants"* rather than *"Ce ne sont pas des gants,"* the two forms can be contrasted orally or in writing to focus on the differences between them. Formal generalizations of the point that *de* follows a negative only with direct objects can be delayed until students ask the reason for the different forms.

In the Intermediate and Senior divisions, reading becomes more important and the elements of structure and grammar more complex. It will be essential to develop a series of generalizations about oral and written language to help students manipulate language correctly for personal expression. This will also help satisfy their growing intellectual curiosity. These generalizations should follow (never precede) the observation of many illustrative examples.

The structure or structures that are relevant to the generalizations are listed after each one.

Grade 1 Stream

Primary Division

The following generalizations, based on forty structures, are suitable for development with students who are assumed to be heading into an advanced-level program:

1. expressions used to introduce, present, or explain
   - *c'est/ce sont:* #1,2,3,4,5
   - *voilà:* #11
   - *il y a:* #14,30

2. pronouns as subjects of verbs
   - pronoun + *est/sont:* #13
   - pronoun + *er* verbs (present tense): #18,38
   - pronoun + *être* (present tense): #15
   - pronoun + *avoir* (present tense): #33

3. negation
   - *ne . . . pas:* #4,20,27

4. plurals
   - *un/des:* #2
   - nouns: #2,5
   - *le/les:* #5
   - *est/sont:* #9,13
   - possessive adjectives: #12,39
   - pronouns: #13,15
   - verbs: #15,18,33,38
   - adjectives: #16

5. agreement of predicate adjectives: #16

6. possession
   - noun + *de* + proper noun: #5
   - *mon/ton/son* (all forms): #12
   - *être à:* #31,32
   - noun + *de* + definite article + noun: #34
   - *notre/votre/leur* (all forms): #39

7. location
   - *où* + *est/sont* (+ determiner) + noun: #9
   - prepositions of place *(derrière, devant, sur, sous, à, dans)* + determiner + noun: #10
   - *voilà* (+ determiner) + noun: #11
   - preposition + *quel* + noun: #35

8. contractions
   - *à* + definite article: #22
   - *de* + definite article: #34

9. interrogation
   - rising intonation: #3
   - *est-ce que* + sentence: #7, 19
   - assertive sentence + *n'est-ce pas:* #21
   - interrogative pronouns:
     qui/qui est-ce qui, #6,36;
     qu'est-ce que, #8;
     preposition + *qui,* #31;
     qui est-ce que, #37
   - interrogative adverbs:
     où, #9;
     combien de, #25
   - interrogative adjectives:
     quel + noun, #28;
     quel + *est/sont,* #29;
     preposition + *quel* + noun, #35

10. quantity
    - *combien de* + noun: #25
    - subject + *en* + verb + quantity: #26,30
    - *pas de* + noun: #27
    - partitive articles: #34
    - structures listed under generalization #4: "plurals"

11. commands
    - *er* verbs (imperative, second person): #17
    - *er* verbs (imperative, second person) + direct object + *à* + completive: #23
    - *er* verbs (imperative, first person plural): #40

12. verb tenses
    a) formation of the present tense of verbs
       - *être:* #9,13,15
       - *avoir:* #24,33
       - *er* verbs: #18,38
       - incidental forms of verbs needed for classroom management

    b) formation of the imperative form of verbs
       - *er* verbs: #17,40

Junior Division

The following generalizations, based on forty structures, are suitable for development with students in advanced-level programs in this division:

1. introducing a noun
   - article + noun: #2,5
   - possessive adjective + noun: #12,39,56
   - expression of quantity + *de* + noun: #25,52,64
   - negative + *de* + noun: #27
   - interrogative adjective + noun: #28,35
   - partitive article + noun: #34
   - need for a determiner: #58
   - *être* + noun: #76

2. quantity (continued)
   - determiner + noun (expressing quantity) + *de* + noun: #52
   - *beaucoup/trop/assez* + *de* + noun: #64

3. position of the adjective
   - determiner + noun + adjective: #42,68
   - determiner + adjective + noun: #43,69

4. comparison
   - *plus/moins/aussi* + adjective (+ *que*): #62
   - *plus/moins/aussi* + adverb (+ *que*): #63
   - determiner + noun + *plus/moins/aussi* + adjective (+ *que*): #68
   - determiner + *plus/moins/aussi* + adjective + noun (+ *que*): #69

5. position of adverbs
   - verb + adverb: #48,63

6. pronoun objects
   - subject + direct object pronoun + verb (present tense): #45,53
   - direct object pronoun (third person) + *voilà/voici:* #46
   - (subject +) *aller* (present tense/imperative) + direct object pronoun (third person) + infinitive: #47
   - subject + reflexive pronoun + verb: #51,79
   - subject + indirect object pronoun + verb: #61
   - subject + *en* + verb: #66
   - subject + *y* + verb: #67
   - subject + direct/indirect object pronoun + *avoir* (present tense) + past participle (no audible agreement): #73

7. interrogation (continued)
   - interrogative adverbs — *quand/pourquoi/comment* + *est-ce que* + subject + verb: #41
   - verb (present tense) + (*-t-*) + pronoun subject: #49
   - noun + verb (present tense) (+ *-t-*) + pronoun subject: #50
   - preposition + *qui/quoi* + verb (interrogative): #80

8. negation (continued)
   - *ne . . .* (+ preposition) *personne:* #57
   - *ne . . . jamais/plus/rien/pas encore* with present or present perfect tense: #75

9. futurity
   - *aller* (present tense) + infinitive: #44

10. verbs followed by direct infinitives
    - *aller* (present tense) + infinitive: #44
    - verb (present tense) + infinitive: #60

11. relative pronouns
    - *qui* + verb: #71
    - *que* + subject + verb: #72

12. disjunctive pronouns
    - *être* + *à* + pronoun: #32
    - preposition + pronoun: #55
    - comparative + *que* + pronoun: #62,63
    - pronoun + *même(s):* #74
    - *c'est/ce sont* + pronoun: #77
    - pronoun + sentence/completive: #78

13. verb tenses
    From structure #50 on, teachers will include the interrogative (both *est-ce que* and inversion), the negative, and the negative interrogative with any verb structure.
    a) formation of the present tense of verbs
       - reflexive *er* verbs: #51
       - *ir* verbs: #54
       - *re* verbs: #59
    b) formation of the present perfect tense of verbs
       - with *avoir* (no audible agreement): #65,73
       - with *être* (with or without audible agreement): #70
       - pronominal verbs (no audible agreement): #79
    c) formation of the immediate future tense of verbs
       - *aller* (present tense) + infinitive: #44

Intermediate Division: Grades 7 and 8
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. interrogation (continued)
    - *qu'est-ce qui* + verb: #81

2. relative pronouns (continued)
    - preposition + *qui* + subject + verb: #82
    - *où* + subject + verb: #83

3. commands (continued)
    - verb (imperative affirmative) + direct/indirect object pronoun: #84
    - verb (imperative affirmative) + reflexive pronoun object: #85
    - *ne* + direct/indirect object pronoun + verb (imperative) + negative: #86
    - verb (imperative affirmative) + direct object pronoun + indirect object pronoun: #106
    - *ne* (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + verb (imperative) + negative: #110

4. special uses of tenses
    - verb (present tense) + *depuis:* #87
    - verb (present perfect tense) + expression of limited time: #88
    - verb (imperfect tense) + *depuis*: #107
    - *quand/dès que,* etc. + subject + verb (future tense): #108

5. negation (continued)
    - *ne . . . que:* #90
    - *ne . . .* (+ preposition) *personne* with a compound tense: #98
    - pronoun objects with the imperative negative: #110

6. agreement of past participles
    - subject + *être* (present tense) + past participle: #70
    - preceding direct object pronouns: #73,91
    - relative pronouns: #72,92
    - reflexive pronouns: #79,93
    - *quel/combien de* + noun: #94
    - pronominal verb (compound tense) + determiner + noun: #103

7. elements placed between the auxiliary verb and the past participle
    - negatives: #65,75
    - *tout:* #95
    - short adverbs: #96

8. position of adverbs (continued)
    - subject + auxiliary verb + adverb + past participle: #96
    - subject + auxiliary verb + past participle + adverb/adverbial expression: #97

9. conditions
    - *si* + subject + verb (present tense) + completive: #99
    - *si* + subject + verb (present tense) + subject + verb (future tense): #101

10. parts of the body
    - subject + indirect object pronoun + verb + definite article + parts of the body: #102
    - pronominal verb (compound tense) + determiner + noun: #103

11. pronoun objects (continued)
    - subject + *me/te/se/nous/vous* + *le/la/l'/les* + verb: #104
    - subject + *le/la/l'/les* + *lui/leur* + verb: #105

- verb (imperative) + direct object pronoun + indirect object pronoun: #106
- subject (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*)(+ *en*) + verb: #109
- ne (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + imperative + negative: #110

12. formation of verb tenses (continued)
    - imperative affirmative of pronominal verbs: #85
    - negative imperative of pronominal verbs: #86
    - imperfect tense: #89
    - future tense: #100
    - agreement of the past participle: #70,91,92,93,94,103

Intermediate Division: Grades 9 and 10
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. pronoun objects (continued)
    - verb (imperative) + direct/indirect object pronoun + *y/en*: #112

2. comparison (continued)
    - noun + superlative adjective: #115
    - superlative adjective + noun: #116
    - superlative adverb: #117

3. introducing infinitives
    - subject + verb (present tense) + infinitive: #44,60
    - preposition + infinitive: #111
    - subject + verb + *à* + object + *de* + infinitive: #126
    - subject + verb + object + *de* + infinitive: #127
    - subject + verb + object + *à* + infinitive: #128

4. relative pronouns (continued)
    - *dont:* #118
    - *ce* + relative pronoun + completive: #134
    - noun + preposition + *lequel* + completive: #135

5. special uses of tense (continued)
    - *venir* (present/imperfect tense) + *de* + infinitive: #119
    - *voilà/il y a/ça fait* (present/imperfect tense) + length of time + *que* + completive: #140

6. conditions (continued)
    - *si* + subject + verb (imperfect tense) + subject + verb (conditional tense): #121
    - *si* + subject + verb (imperfect/past perfect tense) + subject + verb (conditional/conditional perfect tense): #137

7. negation (continued)
    - *personne/rien* + *ne* + verb: #122
    - *ne* + negative + infinitive: #129
    - *ne* + infinitive (+ preposition) + negative: #130

8. tense sequence
    - verb of speaking, thinking, knowing (past tense) + *que* + completive (verb in imperfect, conditional, or past perfect tense): #124
    - verb (indicative) + *que* + completive (verb in present subjunctive/perfect subjunctive): #133

9. uses of the subjunctive
    a) to indicate compulsion
        - *il faut que* + completive: #113
        - verb expressing wish or command + completive: #114
    b) to express an emotion
        - verb of emotion + *que* + completive: #131
    c) to indicate an uncertain outcome
        - *attendre que* + completive: #132

10. possession (continued)
    - subject + verb (+ completive) (+ *à/de*) + possessive pronoun: #138
    - possessive pronoun + verb: #139

11. formation of verb tenses (continued)
    - present tense of the subjunctive: #113
    - conditional tense: #120
    - past perfect tense: #123
    - literary past tense: #125
    - present perfect tense of the subjunctive: #133
    - conditional perfect tense: #136

Senior Division: Grades 11 and 12
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. quantity (continued)
    - *la plupart/bien/encore* + *de* + definite article + noun: #141

2. highlighting part of a sentence
   - *c'est/ce sont* + completive + *qui/que* + completing clause (verb in third person): #142
   - *c'est* + pronoun (first or second person) + *qui* + completing clause: #143

3. disjunctive pronouns (continued)
   - *c'est* + disjunctive pronoun (first or second person) + *qui* + completing clause: #143

4. adjectives used with indefinite and negative pronouns
   - *quoi/quelqu'un/personne/quelque chose/rien* + *de* + adjective: #144

5. simultaneous action
   - *en* + present participle: #145

6. impersonal verbs
   - *il* (impersonal subject) + verb + infinitive: #146

7. introducing an infinitive (continued)
   - *il* (impersonal subject) + verb + infinitive: #146
   - *c'est* + adjective + *à* + infinitive: #147
   - *il est* + adjective + *de* + infinitive: #148
   - *faire* (causative) + infinitive: #151
   - *laisser*/verbs of perception + infinitive: #155
   - noun/pronoun + *à* + infinitive: #164

8. perfect infinitives
   - *après* + perfect infinitive: #149
   - *après* + *avoir été* + past participle (transitive verb): #166

9. demonstrative pronouns
   - *celui* + prepositional phrase/relative pronoun/*-ci, -là:* #150

10. causation and structures on the same pattern
    - *faire* (causative) + infinitive: #151
    - *laisser*/verbs of perception + infinitive: #155

11. elements placed between the auxiliary verb and the past participle (continued)
    - subject (+ direct object pronoun) + verb/auxiliary verb + *tous/toutes* (+ completive/past participle): #152

12. uses of the subjunctive (continued)
    a) in subordinate adverb clauses
       - subordinate conjunction + completive: #153
    b) to express certainty or doubt
       - *croire/dire/espérer/penser/*expression of certainty + subject + verb (indicative): #158 (This should be used as an introductory structure.)
       - *croire*, etc. (interrogation) + completive: #159
       - *croire*, etc. (negative) + completive: #160
    c) with impersonal verbal expressions
       - *il faut que* + completive: #113
       - impersonal subject + verb + completive: #161
    d) to indicate an uncertain outcome (continued)
       - *douter/nier* + completive: #167
    e) to indicate concession
       - *quoi/qui/où que* + completive: #168

13. interrogation (continued)
    - (preposition +) *lequel* (+ *de* + noun): #154

14. special use of tense (continued)
    - *quand, dès que* + completive (verb in future or future perfect tense): #157

15. negation (continued)
    - *ne . . . ni . . . ni:* #162
    - *ne . . . aucun/nul:* #169
    - *aucun/nul ne* + completive: #170

16. passive voice
    - subject + *être* + past participle (transitive verb): #163
    - noun/pronoun + *à* + infinitive: #164
    - *être* + past participle (transitive verb): #165
    - *après* + *avoir été* + past participle (transitive verb): #166

17. formation of verb tenses (continued)
    - future perfect tense: #156
    - passive voice: #163,164

Grade 4 Stream

Junior Division

The following generalizations, based on fifty structures, are suitable for development with students in advanced-level programs in this division:

1. expressions used to introduce, present, or explain
   - *c'est/ce sont:* #1,2,3,4,5
   - *voilà:* #11
   - *il y a:* #14,30

2. pronouns as subjects of verbs
   - pronoun + *est/sont:* #13
   - pronoun + *er* verbs (present tense): #18,38
   - pronoun + *être* (present tense): #15
   - pronoun + *avoir* (present tense): #33

3. negation
   - *ne . . . pas:* #4,20,27

4. plurals
   - *un/des:* #2
   - nouns: #2,5
   - *le/les:* #5
   - *est/sont:* #9,13
   - possessive adjectives: #12,39
   - pronouns: #13,15
   - verbs: #15,18,33,38
   - adjectives: #16

5. agreement and position of adjectives
   - predicate adjectives: #16
   - determiner + noun + adjective: #42
   - determiner + adjective + noun: #43

6. possession
   - noun + *de* + proper noun: #5
   - *mon/ton/son* (all forms): #12
   - *être à:* #31,32
   - noun + *de* + definite article + noun: #34
   - *notre/votre/leur* (all forms): #39

7. location
   - *où* + *est/sont* (+ determiner) + noun: #9
   - prepositions of place *(derrière, devant, sur, sous, à, dans)* + determiner + noun: #10
   - *voilà* (+ determiner) + noun: #11
   - preposition + *quel* + noun: #35

8. contractions
   - *à* + definite article: #22
   - *de* + definite article: #34

9. interrogation
   - rising intonation: #3
   - *est-ce que* + sentence: #7,19
   - assertive sentence + *n'est-ce pas:* #21
   - interrogative pronouns: *qui/qui est-ce qui,* #6,36; *qu'est-ce que,* #8; preposition + *qui,* #31; *qui est-ce que,* #37
   - interrogative adverbs: *où,* #9; *combien de,* #25; *quand/pourquoi/comment,* #41
   - interrogative adjectives: *quel* + noun, #28; *quel* + *est/sont,* #29; preposition + *quel* + noun, #35
   - inversion: #49,50

10. quantity
    - *combien de* + noun: #25
    - subject + *en* + verb + quantity: #26,30
    - *pas de* + noun: #27
    - partitive articles: #34
    - structures listed under generalization #4: "plurals"

11. commands
    - *er* verbs (imperative, second person): #17
    - *er* verbs (imperative, second person) + direct object + *à* + completive: #23
    - *er* verbs (imperative, first person plural): #40

12. futurity
    - *aller* (present tense) + infinitive: #44

13. pronoun objects
    - subject + direct object pronoun (third person) + verb (present tense): #45
    - direct object pronoun (third person) + *voilà/voici:* #46
    - *aller* + direct object pronoun (third person) + infinitive: #47

14. position of adverbs
    - subject + verb (present tense) + adverb: #48

15. verb tenses
    Once students have learned structure #50, teachers will include the interrogative (both *est-ce que* and inversion), the negative, and the negative interrogative with any verb structure.
    a) formation of the present tense
       - *être:* #9,13,15
       - *avoir:* #24,33
       - *er* verbs: #18,38
       - incidental forms of verbs needed for classroom management
    b) formation of the imperative form of verbs
       - *er* verbs: #17,40
    c) formation of the immediate future tense of verbs
       - *aller* (present tense) + infinitive: #44

Intermediate Division: Grades 7 and 8
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. introducing a noun
    - article + noun: #2,5
    - possessive adjective + noun: #12,39,56
    - expression of quantity + *de* + noun: #25,52,64
    - negative + *de* + noun: #27
    - interrogative adjective + noun: #28,35
    - partitive article + noun: #34
    - need for a determiner: #58
    - *être* + noun: #76

2. quantity (continued)
    - determiner + noun (expressing quantity) + *de* + noun: #52
    - *beaucoup/trop/assez* + *de* + noun: #64

3. position of adjectives (continued)
    - determiner + noun + *plus/moins/aussi* + adjective: #68
    - determiner + *plus/moins/aussi* + adjective + noun: #69

4. comparison
    - *plus/moins/aussi* + adjective (+ *que*): #62
    - *plus/moins/aussi* + adverb (+ *que*): #63
    - determiner + noun + *plus/moins/aussi* + adjective (+ *que)*: #68
    - determiner + *plus/moins/aussi* + adjective + noun (+ *que)*: #69

5. position of adverbs (continued)
    - verb + *plus/moins/aussi* + adverb: #63

6. pronoun objects (continued)
    - subject + direct object pronoun (first and second person) + verb (present tense): #53
    - subject + reflexive pronoun + verb: #51,79
    - subject + indirect object pronoun + verb: #61
    - subject + *en* + verb: #66
    - subject + *y* + verb: #67
    - subject + direct/indirect object pronoun + *avoir* (present tense) + past participle (no audible agreement): #73

7. interrogation (continued)
    - preposition + *qui/quoi* + verb (interrogative): #80

8. negation (continued)
    - *ne . . .* (+ preposition) *personne:* #57
    - *ne . . . jamais/plus/rien/pas encore* with present or present perfect tense: #75

9. verbs followed by direct infinitives
    - verb (present tense) + infinitive: #60

10. relative pronouns
    - *qui* + verb: #71
    - *que* + subject + verb: #72

11. disjunctive pronouns
    - *être* + *à* + pronoun: #32
    - preposition + pronoun: #55
    - pronoun + *même(s):* #74
    - *c'est/ce sont/que* + pronoun: #77
    - pronoun + sentence/completive: #78

12. verb tenses
    a) formation of the present tense of verbs
       - reflexive *er* verbs: #51
       - *ir* verbs: #54
       - *re* verbs: #59
    b) formation of the present perfect tense of verbs
       - with *avoir* (no audible agreement): #65,73
       - with *être* (with or without audible agreement): #70
       - pronominal verbs (no audible agreement): #79

Intermediate Division: Grades 9 and 10
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. interrogation (continued)
   - *qu'est-ce qui* + verb: #81

2. relative pronouns (continued)
   - preposition + *qui* + subject + verb: #82
   - *où* + subject + verb: #83

3. commands (continued)
   - verb (imperative affirmative) + direct/indirect object pronoun: #84
   - verb (imperative affirmative) + reflexive pronoun object: #85
   - *ne* + direct/indirect object pronoun + verb (imperative) + negative: #86
   - verb (imperative affirmative) + direct object pronoun + indirect object pronoun: #106
   - *ne* (+ *me/te/se/nous/vous*) (+ *le/la/l'les)* (+ *lui/leur*) (+ *y*) (+ *en*) + verb (imperative) + negative: #110

4. special uses of tense
   - verb (present tense) + *depuis:* #87
   - verb (present perfect tense) + expression of limited time: #88
   - verb (imperfect tense) + *depuis:* #107
   - *quand/dès que,* etc. + subject + verb (future tense): #108

5. negation (continued)
   - *ne . . . que:* #90
   - *ne . . .* (+ preposition) *personne* with a compound tense: #98
   - pronoun objects with the imperative negative: #110

6. agreement of the past participles
   - subject + *être* (present tense) + past participle: #70
   - preceding direct object pronouns: #73,91
   - relative pronouns: #72,92
   - reflexive pronouns: #79,93
   - *quel/combien de* + noun: #94
   - pronominal verb (compound tense) + determiner + noun: #103

7. elements placed between the auxiliary verb and the past participle
   - negatives: #65,75
   - *tout:* #95
   - short adverbs: #96

8. position of adverbs (continued)
   - subject + auxiliary verb + adverb + past participle: #96
   - subject + auxiliary verb + past participle + adverb/adverbial expression: #97

9. conditions
   - *si* + subject + verb (present tense) + completive: #99
   - *si* + subject + verb (present tense) + subject + verb (future tense): #101

10. parts of the body
    - subject + indirect object pronoun + verb + definite article + parts of the body: #102
    - pronominal verb (compound tense) + determiner + noun: #103

11. pronoun objects (continued)
    - subject + *me/te/se/nous/vous* + *le/la/l'/les* + verb: #104
    - subject + *le/la/l'/les* + *lui/leur* + verb: #105
    - verb (imperative) + direct object pronoun + indirect object pronoun: #106
    - subject (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + verb: #109
    - *ne* (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + imperative + negative: #110

12. formation of verb tenses
    - imperative affirmative of pronominal verbs: #85
    - negative imperative of pronominal verbs: #86
    - imperfect tense: #89
    - future tense: #100
    - agreement of the past participle: #70,91,92,93,94,103

Senior Division: Grades 11 and 12
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. pronoun objects (continued)
   - verb (imperative) + direct/indirect object pronoun + *y/en:* #112

2. comparison (continued)
   - noun + superlative adjective: #115
   - superlative adjective + noun: #116
   - superlative adverb: #117

3. introducing infinitives
   - subject + verb (present tense) + infinitive: #44,60
   - preposition + infinitive: #111
   - subject + verb + *à* + object + *de* + infinitive: #126
   - subject + verb + object + *de* + infinitive: #127
   - subject + verb + object + *à* + infinitive: #128

4. relative pronouns (continued)
   - *dont:* #118
   - *ce* + relative pronoun + completive: #134
   - noun + preposition + *lequel* + completive: #135

5. special uses of tense (continued)
   - *venir* (present/imperfect tense) + *de* + infinitive: #119
   - *voilà/il y a/ça fait* (present/imperfect tense) + length of time + *que* + completive: #140

6. conditions (continued)
   - *si* + subject + verb (imperfect tense) + subject + verb (conditional tense): #121
   - *si* + subject + verb (imperfect/past perfect tense) + subject + verb (conditional/conditional perfect tense): #137

7. negation (continued)
   - *personne/rien* + *ne* + verb: #122
   - *ne* + negative + infinitive: #129
   - *ne* + infinitive (+ preposition) + negative: #130

8. tense sequence
   - verb of speaking, thinking, knowing (past tense) + *que* + completive (verb in imperfect, conditional, or past perfect tense): #124
   - verb (indicative) + *que* + completive (verb in present subjunctive/perfect subjunctive): #133

9. uses of the subjunctive
   a) to indicate compulsion
      - *il faut que* + completive: #113
      - verb expressing wish or command + completive: #114
   b) to express an emotion
      - verb of emotion + *que* + completive: #131
   c) to indicate an uncertain outcome
      - *attendre que* + completive: #132

10. possession (continued)
    - subject + verb (+ completive) (+ *à/de*) + possessive pronoun: #138
    - possessive pronoun + verb: #139

11. formation of verb tenses
    - present tense of the subjunctive: #113
    - conditional tense: #120
    - past perfect tense: #123
    - literary past tense: #125
    - present perfect tense of the subjunctive: #133
    - conditional perfect tense: #136

Grade 7 Stream

Intermediate Division: Grades 7 and 8
The following generalizations, based on fifty structures, are suitable for development with students in advanced-level programs in this division:

1. expressions used to introduce, present, or explain
   - *c'est/ce sont:* #1,2,3,4,5
   - *voilà:* #11
   - *il y a:* #14,30

2. pronouns as subjects of verbs
   - pronoun + *est/sont:* #13
   - pronoun + *er* verbs (present tense): #18,38
   - pronoun + *être* (present tense): #15
   - pronoun + *avoir* (present tense): #33

3. negation
   - *ne . . . pas:* #4,20,27

4. plurals
   - *un/des:* #2
   - nouns: #2,5
   - *le/les:* #5
   - *est/sont:* #9,13
   - possessive adjectives: #12,39
   - pronouns: #13,15
   - verbs: #15,18,33,38
   - adjectives: #16

5. agreement and position of adjectives
   - predicate adjectives: #16
   - determiner + noun + adjective: #42
   - determiner + adjective + noun: #43

6. possession
   - noun + *de* + proper noun: #5
   - *mon/ton/son* (all forms): #12
   - *être à:* #31,32
   - noun + *de* + definite article + noun: #34
   - *notre/votre/leur* (all forms): #39

7. location
   - *où* + *est/sont* (+ determiner) + noun: #9
   - prepositions of place (*derrière, devant, sur, sous, à, dans*) + determiner + noun: #10
   - *voilà* (+ determiner) + noun: #11
   - preposition + *quel* + noun: #35

8. contractions
   - *à* + definite article: #22
   - *de* + definite article: #34

9. interrogation
   - rising intonation: #3
   - *est-ce que* + sentence: #7,19
   - assertive sentence + *n'est-ce pas:* #21
   - interrogative pronouns: *qui/qui est-ce qui,* #6,36; *qu'est-ce que,* #8; preposition + *qui,* #31; *qui est-ce que,* #37
   - interrogative adverbs: *où,* #9; *combien de,* #25; *quand/pourquoi/comment,* #41
   - interrogative adjectives: *quel* + noun, #28; *quel* + *est/sont,* #29; preposition + *quel* + noun, #35
   - inversion: #49,50

10. quantity
    - *combien de* + noun: #25
    - subject + *en* + verb + quantity: #26,30
    - *pas de* + noun: #27
    - partitive articles: #34
    - structures listed under generalization #4: "plurals"

11. commands
    - *er* verbs (imperative, second person): #17
    - *er* verbs (imperative, second person) + direct object + *à* + completive: #23
    - *er* verbs (imperative, first person plural): #40

12. futurity
    - *aller* (present tense) + infinitive: #44

13. pronoun objects
    - subject + direct object pronoun (third person) + verb (present tense): #45
    - direct object pronoun (third person) + *voilà/voici:* #46
    - *aller* + direct object pronoun (third person) + infinitive: #47

14. position of adverbs
    - subject + verb (present tense) + adverb: #48

15. verb tenses
    Once students have learned structure #50, teachers will include the interrogative (both *est-ce que* and inversion), the negative, and the negative interrogative with any verb structure.
    a) formation of the present tense of verbs
       - *être:* #9,13,15
       - *avoir:* #24,33
       - *er* verbs: #18,38
       - incidental forms of verbs needed for classroom management
    b) formation of the imperative form of verbs
       - *er* verbs: #17,40
    c) formation of the immediate future tense of verbs
       - *aller* (present tense) + infinitive: #44

Intermediate Division: Grades 9 and 10
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. introducing a noun
   - article + noun: #2,5
   - possessive adjective + noun: #12,39,56
   - expression of quantity + *de* + noun: #25,52,64
   - negative + *de* + noun: #27
   - interrogative adjective + noun: #28, 35
   - partitive article + noun: #34
   - need for a determiner: #58
   - *être* + noun: #76

2. quantity (continued)
   - determiner + noun (expressing quantity) + *de* + noun: #52
   - *beaucoup/trop/assez* + *de* + noun: #64

3. position of adjectives (continued)
   - determiner + noun + *plus/moins/aussi* + adjective: #68
   - determiner + *plus/moins/aussi* + adjective + noun: #69

4. comparison
   - *plus/moins/aussi* + adjective (+ *que*): #62
   - *plus/moins/aussi* + adverb (+ *que*): #53
   - determiner + noun + *plus/moins/aussi* + adjective (+ *que*): #68
   - determiner + *plus/moins/aussi* + adjective + noun (+ *que*): #69

5. position of adverbs (continued)
   - verb + *plus/moins/aussi* + adverb: #63

6. pronoun objects (continued)
   - subject + direct object pronoun (first and second person) + verb (present tense): #53
   - subject + reflexive pronoun + verb: #51,79
   - subject + indirect object pronoun + verb: #61
   - subject + *en* + verb: #66
   - subject + *y* + verb: #67
   - subject + direct/indirect object pronoun + *avoir* (present tense) + past participle (no audible agreement): #73

7. interrogation (continued)
   - preposition + *qui/quoi* + verb (interrogative): #80

8. negation (continued)
   - *ne* . . . (+ preposition) *personne:* #57
   - *ne* . . . *jamais/plus/rien/pas encore* with present or present perfect tense: #75

9. verbs followed by direct infinitives
   - verb (present tense) + infinitive: #60

10. relative pronouns
    - *qui* + verb: #71
    - *que* + subject + verb: #72

11. disjunctive pronouns
    - *être* + *à* + pronoun: #32
    - preposition + pronoun: #55
    - pronoun + *même(s):* #74
    - *c'est/ce sont/que* + pronoun: #77
    - pronoun + sentence/completive: #78

12. verb tenses
    a) formation of the present tense of verbs
       - reflexive *er* verbs: #51
       - *ir* verbs: #54
       - *re* verbs: #59
    b) formation of the present perfect tense of verbs
       - with *avoir* (no audible agreement): #65,73
       - with *être* (with or without audible agreement): #70
       - pronominal verbs (no audible agreement): #79

Senior Division: Grades 11 and 12
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. interrogation (continued)
   - *qu'est-ce qui* + verb: #81

2. relative pronouns (continued)
   - preposition + *qui* + subject + verb: #82
   - *où* + subject + verb: #83

3. commands (continued)
   - verb (imperative affirmative) + direct/indirect object pronoun: #84
   - verb (imperative affirmative) + reflexive pronoun object: #85
   - *ne* + direct/indirect object pronoun + verb (imperative) + negative: #86
   - verb (imperative affirmative) + direct object pronoun + indirect object pronoun: #106
   - *ne* (+ *me/te/se/nous/vous*)(+ *le/la/l'/les*) (+ *lui/leur*)(+ *y*)(+ *en*) + verb (imperative) + negative: #110

4. special uses of tense
   - verb (present tense) + *depuis*: #87
   - verb (present perfect tense) + expression of limited time: #88
   - verb (imperfect tense) + *depuis:* #107
   - *quand/dès que*, etc. + subject + verb (future tense): #108

5. negation (continued)
   - *ne* . . . *que:* #90
   - *ne* . . . (+ preposition) *personne* with a compound tense: #98
   - pronoun objects with the imperative negative: #110

6. agreement of past participles
   - subject + *être* (present tense) + past participle: #70
   - preceding direct object pronouns: #73,91
   - relative pronouns: #72,92
   - reflexive pronouns: #79,93
   - *quel/combien de* + noun: #94
   - pronominal verb (compound tense) + determiner + noun: #103

7. elements placed between the auxiliary verb and the past participle
   - negatives: #65,75
   - *tout:* #95
   - short adverbs: #96

8. position of adverbs (continued)
   - subject + auxiliary verb + adverb + past participle: #96
   - subject + auxiliary verb + past participle + adverb/adverbial expression: #97

9. conditions
   - *si* + subject + verb (present tense) + completive: #99
   - *si* + subject + verb (present tense) + subject + verb (future tense): #101

10. parts of the body
    - subject + indirect object pronoun + verb + definite article + parts of the body: #102
    - pronominal verb (compound tense) + determiner + noun: #103

11. pronoun objects (continued)
    - subject + *me/te/se/nous/vous* + *le/la/l'/les* + verb: #104
    - subject + *le/la/l'/les* + *lui/leur* + verb: #105
    - verb (imperative) + direct object pronoun + indirect object pronoun: #106
    - subject (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + verb: #109
    - *ne* (+ *me/te/se/nous/vous*) (+ *le/la/l'/les*) (+ *lui/leur*) (+ *y*) (+ *en*) + imperative + negative: #110

12. formation of verb tenses
    - imperative affirmative of pronominal verbs: #85
    - negative imperative of pronominal verbs: #86
    - imperfect tense: #89
    - future tense: #100
    - agreement of the past participle: #70,91,92,93,94,103

Grade 9 Stream

Intermediate Division: Grades 9 and 10
The following generalizations, based on fifty structures, are suitable for development with students in advanced-level programs in this division:

1. expressions used to introduce, present, or explain
   - *c'est/ce sont:* #1,2,3,4,5
   - *voilà:* #11
   - *il y a:* #14,30

2. pronouns as subjects of verbs
   - pronoun + *est/sont*: #13
   - pronoun + *er* verb (present tense): #18,38
   - pronoun + *être* (present tense): #15
   - pronoun + *avoir* (present tense): #33

3. negation
   - *ne . . . pas:* #4,5,20,27

4. plurals
   - *un/des:* #2
   - nouns: #2,5
   - *le/les:* #5
   - *est/sont:* #9,13
   - possessive adjectives: #12,39
   - pronouns: #13,15
   - verbs: #13,15,33,38
   - adjectives: #16

5. agreement and position of adjectives
   - predicate adjectives: #16
   - determiner + noun + adjective: #42
   - determiner + adjective + noun: #43

6. possession
   - noun + *de* + proper noun: #5
   - *mon/ton/son* (all forms): #12
   - *être à:* #31,32
   - noun + *de* + definite article + noun: #34
   - *notre/votre/leur* (all forms): #39

7. location
   - *où* + *est/sont* (+ determiner) + noun: #9
   - prepositions of place (*derrière, devant, sur, sous, à, dans*) + determiner + noun: #10
   - *voilà* (+ determiner) + noun: #11
   - preposition + *quel* + noun: #35

8. contractions
   - *à* + definite article: #22
   - *de* + definite article: #34

9. interrogation
   - rising intonation: #3
   - *est-ce que* + sentence: #7,19
   - assertive sentence + *n'est-ce pas:* #21
   - interrogative pronouns: *qui/qui est-ce qui,* #6,36; *qu'est-ce que,* #8; preposition + *qui,* #31; *qui est-ce que,* #37
   - interrogative adverbs: *où,* #9; *combien de,* #25; *quand/pourquoi/comment,* #41
   - interrogative adjectives: *quel* + noun, #28; *quel* + *est/sont,* #29; preposition + *quel* + noun, #35
   - inversion: #49,50

10. quantity
    - *combien de* + noun: #25
    - subject + *en* + verb + quantity: #26,30
    - *pas de* + noun: #27
    - partitive articles: #34
    - structures listed under generalization #4: "plurals"

11. commands
    - *er* verbs (imperative, second person): #17
    - *er* verbs (imperative, second person) + direct object + *à* + completive: #23
    - *er* verbs (imperative, first person plural): #40

12. futurity
    - *aller* (present tense) + infinitive: #44

13. pronoun objects
    - subject + direct object pronoun (third person) + verb (present tense): #45
    - direct object pronoun (third person) + *voilà/voici:* #46
    - *aller* + direct object pronoun (third person) + infinitive: #47

14. position of adverbs
    - subject + verb (present tense) + adverb: #48

15. verb tenses
    Once students have learned structure #50, teachers will include the interrogative (both *est-ce que* and inversion), the negative, and the negative interrogative with any verb structure.
    a) formation of the present tense of verbs
       - *être:* #9,13,15
       - *avoir:* #24,33
       - *er* verbs: #18,38
       - incidental forms of verbs needed for classroom management
    b) formation of the imperative form of verbs
       - *er* verbs: #17,40
    c) formation of the immediate future tense of verbs
       - *aller* (present tense) + infinitive: #44

Senior Division: Grades 11 and 12
The following generalizations, based on thirty structures, are suitable for development with students in advanced-level programs in this division:

1. introducing a noun
   - article + noun: #2,5
   - possessive adjective + noun: #12,39,56
   - expression of quantity + *de* + noun: #25,52,64

- negative + *de* + noun: #27
- interrogative adjective + noun: #28,35
- partitive article + noun: #34
- need for a determiner: #58
- *être* + noun: #76

2. quantity (continued)
- determiner + noun (expressing quantity) + *de* + noun: #52
- *beaucoup/trop/assez* + *de* + noun: #64

3. position of adjectives (continued)
- determiner + noun + *plus/moins/aussi* + adjective: #68
- determiner + *plus/moins/aussi* + adjective + noun: #69

4. comparison
- *plus/moins/aussi* + adjective (+ *que*): #62
- *plus/moins/aussi* + adverb (+ *que*): #63
- determiner + noun + *plus/moins/aussi* + adjective (+ *que*): #68
- determiner + *plus/moins/aussi* + adjective + noun (+ *que*): #69

5. position of adverbs (continued)
- verb + *plus/moins/aussi* + adverb: #63

6. pronoun objects (continued)
- subject + direct object pronoun (first and second person) + verb (present tense): #53
- subject + reflexive pronoun + verb: #51,79
- subject + indirect object pronoun + verb: #61
- subject + *en* + verb: #66
- subject + *y* + verb: #67
- subject + direct/indirect object pronoun + *avoir* (present tense) + past participle (no audible agreement): #73

7. interrogation (continued)
- preposition + *qui/quoi* + verb (interrogative): #80

8. negation (continued)
- *ne . . .* (+ preposition) *personne:* #57
- *ne . . . jamais/plus/rien/pas encore* with present or present perfect tense: #75

9. verbs followed by direct infinitives
- verb (present tense) + infinitive: #60

10. relative pronouns
- *qui* + verb: #71
- *que* + subject + verb: #72

11. disjunctive pronouns
- *être* + *à* + pronoun: #32
- preposition + pronoun: #55
- pronoun + *même(s):* #74
- *c'est/ce sont/que* + pronoun: #77
- pronoun + sentence/completive: #78

12. verb tenses

a) formation of the present tense of verbs
- reflexive *er* verbs: #51
- *ir* verbs: #54
- *re* verbs: #59

b) formation of the present perfect tense of verbs
- with *avoir* (no audible agreement): #65,73
- with *être* (with or without audible agreement): #70
- pronominal verbs (no audible agreement): #79

Vocabulary Topics

The textual materials selected or developed will, to a large extent, determine the vocabulary introduced in a program. The following topics constitute a checklist to help teachers ensure that these essential items have been covered.

Vocabulary acquisition is a spiral process. Beginning students learn those words connected with a given theme that directly concern them. In dealing with family members, for instance, they are concerned with immediate family members first; words denoting family members outside the household (aunts and cousins, for example, and more distant relations such as brothers-in-law or great-grandparents) will be introduced at a later stage.

The following factors were considered in putting the vocabulary topics in the suggested order:

- the relative difficulty of the main vocabulary items connected with each topic;
- the usefulness of each topic to the students' language needs;
- the appropriateness of each topic to the students' background in French;
- variety of lexical items and of topics;
- the timing of re-entry of each topic to expand the vocabulary range;
- the desirability of an emphasis on concrete vocabulary in the early years of a sequence;
- the importance of each topic in the context of an Ontario school;
- each topic's potential for integration with other areas of study.

The number of vocabulary topics introduced in a given division will be decided at the local level. It is essential to introduce enough different topics to create interest and provide varied contexts for the practice and assimilation of structures, without overemphasizing vocabulary memorization to the detriment of communication. Thus, for example, it might be reasonable to expect that the first twenty-five topics would be covered, in a Grade 1 stream, in the Primary Division. The number of lexical items introduced with specific topics can be varied to suit different levels and student needs.

Suggested Order for the Presentation of Vocabulary Topics

In addition to the vocabulary topics listed below, vocabulary for a particular event such as a class trip should be taught when the occasion arises. The alphabet in French should be taught when writing requires it.

1. essential classroom instructions
2. basic parts of the body
3. immediate family members
4. toys (Primary Division only)
5. colours (Avoid audible agreement until agreement has been taught.)
6. clothing: indoor
7. animals: pets
8. basic food items
9. days of the week
10. weather: *il fait beau, chaud, froid; il neige, il pleut*
11. clothing: outdoor
12. the numbers one to thirty-one
13. arithmetic: vocabulary at the level of the students' computation skills
14. the months
15. dates
16. the seasons
17. special days: *Hallowe'en, Noël, Pâques*
18. rooms in a house
19. prepositions: *à, avec, dans, de, derrière, devant, pour, sous, sur* (*À* and *de* should be used with proper nouns until contractions are taught.)
20. basic pieces of household furniture
21. school rooms and staff
22. community helpers: police officer, letter carrier, firefighter, doctor, nurse, dentist
23. farm animals
24. members of the extended family
25. *avoir* expressions: *avoir . . . ans; avoir faim, soif, chaud, froid, sommeil*
26. health, illnesses, pains
27. prepositions: *à côté de, après, avant, en, en face de, par, près de*
28. time: hours, half-hours, *midi, minuit*
29. basic adverbs of time and manner
30. setting the table: cutlery, dishes, glasses
31. meals and restaurants
32. the numbers thirty-two to one hundred
33. arithmetic: vocabulary expanded to match the students' computation skills
34. games: terminology for card games and other competitive classroom games
35. types of stores found locally
36. shopping
37. additional food items
38. the metric system: basic units of length and weight, dimensions, distance
39. time: quarter-hours, minutes, a.m., p.m.
40. individual sports
41. nationalities and languages: Canadian, American, French, English, and others requested by the class
42. geography: map-reading terms
43. geography: the provinces of Canada
44. public transportation
45. zoo or circus animals

46. natural science: *aiguille, arbre, feuille, fleur, herbe, plante*
47. special days: *le Jour de l'An, Mardi Gras/Carnaval, la Saint-Jean-Baptiste*
48. weather: *il fait du vent, du soleil, du brouillard; il fait mauvais*
49. getting ready for school
50. clothing: underclothing and nightwear
51. team sports
52. sports equipment
53. the numbers 101 to 5000
54. additional adverbs of time and manner
55. school subjects
56. secondary school rooms and staff
57. basic grammatical terminology
58. careers: basic professions and trades, and others relevant to the community
59. additional household furniture
60. household chores
61. buildings in the local city or town and their locations
62. geography: the countries of North America and Europe
63. travel: arrangements, schedules
64. terms used in discussing reading material: *auteur, écrivain, poète, roman, pièce, nouvelle, poème, personnage, intrigue, scène*
65. hobbies
66. basic parts of the car
67. accidents
68. dating
69. the media: radio, television, newspapers, magazines
70. crime, mystery, espionage
71. service stations
72. cooking: basic ingredients, utensils, recipes
73. music: terminology to discuss students' musical interests
74. camping
75. sewing and fabrics
76. woodworking and tools: *bois, clou, marteau, pelle, scie, tourne-vis, vis*
77. basic space travel terminology
78. government organizations and agencies
79. environmental questions: energy, pollution, land use, population
80. highway code and signs: basic terminology
81. family members: relatives by marriage (in-laws or step-relatives)
82. measurement: length, width, height, mass
83. ordinal numbers
84. the countries, nationalities, and languages of major European and Asian countries and others requested by students
85. additional careers
86. banks and business dealings
87. additional medical terminology
88. terms used in literary appreciation

Further vocabulary expansion will be determined by the choice of reading materials, activities, and discussion topics. It is important to student interest that values questions and current issues be included.

In areas where there is a French-speaking population, students should learn additional practical vocabulary that would be useful in part-time or permanent jobs that involve serving the public.

III. Techniques

Introduction

This section suggests some techniques and strategies basic to French instruction. It does not constitute an exhaustive list of possible methods, nor do the topics dealt with represent all the components of a French program. The suggestions under each heading are arranged in a progression from those that would be used with beginning students to those that would be suitable for students at a more advanced stage. In all cases the students' age and developmental level must also be considered in selecting learning strategies; techniques that are suitable for beginners in the Primary Division, for example, are unlikely to suit beginners in the Intermediate Division.

In many cases, the classroom provides students with their only opportunity to practise French communication. In class, students should be placed in a situation where they must receive and give all information in French. English should be used only for discipline problems, individual assistance in some cases, initial explanation of some procedures in the early months of French instruction, brief clarification of abstract vocabulary not easily illustrated, and limited pattern translation of structures where literal translation between French and English is not possible.

Lessons should progress at a lively pace and should contain a variety of activities, especially in classes of younger pupils. The inclusion of a physical activity or game, designed to relate directly to the topic being presented in the lesson, adds diversity to the program and allows all pupils to participate.

As reading and writing skills are added, opportunities to vary activities will increase.

The following topics are dealt with in this section:

- questioning techniques
- correction techniques
- listening and speaking activities
- reading
- writing
- teaching structures
- teaching culture
- grouping procedures

Suggestions relevant to these topics may also be found in the objectives section in Part I, and in the content section in Part II.

Questioning Techniques

- Questions should be brief, precise, and logical.
- In formulating a question, the teacher should consider what answer students are capable of giving to it.
- Questions contain signals for the students; teachers should train their students to recognize such signals as the question word or interrogative verb and teach them to use these to cue their responses.
- At first the teacher will use only intonation to indicate a question, for example, *"C'est un chat?"*. Gradually the teacher will introduce *"est-ce que"*, question words such as *"qui"*, *"qu'est-ce que . . ."*, and *"Quel(le) est . . ."*. Inversions, particularly those that require the insertion of *"-t-"*, should be delayed until students have a firm grasp on the simpler forms of interrogation. Students should learn to form, as well as respond to, all types of questions.
- Students should be assisted to make transformations. If a transformation of the subject is required, for example, from *"Tu . . .?"* to *"Oui/non, je . . ."*, the teacher should model the answer before asking the question: *"J'aime la chemise de Marc. Tu aimes la chemise de Marc?"*. Once students are familiar with the transformation, the teacher no longer needs to model the answer, unless an error is made. Students may start a chain of questions and answers involving simple transformations.
- Teachers should vary the type of question to suit an individual's ability and should direct questions appropriately.
- Normally teachers should avoid questions that can be answered with *"oui"* or *"non"*, but if the class includes very weak students capable of answering only this type of question, such questions should be directed to them.
- As students progress through the instructional sequence, teachers should take advantage of the students' expanded knowledge of structures and vocabulary, of their higher age level, and of their evolving thinking skills to ask more complex questions. Varied questions add flexibility and challenge.
- It is important to permit students to express their own ideas. This should occur even at a simple level, with the teacher asking open-ended questions such as *"Quelle est ta couleur préférée?"*, and advance through probing questions to those requiring an expression of opinion.
- Various types of questions can be asked about the same context. The statement *"L'agent de police, un revolver à la main, s'approchait du criminel qui l'attendait dans le crépuscule,"* for example, can give rise to questions at three different levels of difficulty:

1. simple questions such as:
   a) *"Est-ce que le criminel attendait l'agent?"*
   b) *"Qu'est-ce que l'agent avait à la main?"*
   c) *"Qui attendait dans le crépuscule?"*
   d) *"Qui s'approchait du criminel?"*
2. more difficult questions such as:
   a) *"De qui l'agent s'approchait-il?"*
   b) *"Décrivez ce qui se passait dans cette scène."*
3. challenging questions such as:
   a) *"Quand est-ce que l'action s'est passée? Comment le savez-vous?"*
   b) *"Qu'est-ce qui va arriver maintenant?"*
   c) *"Quelle atmosphère est-ce que cette phrase crée?"*

Correction Techniques

Correction must be carefully handled if it is to increase student confidence and willingness to participate rather than diminish these qualities. Correction should be perceived by the students as assistance to further learning rather than as negative evaluation.

- In correcting oral mistakes, teachers can use indirect correction. For example, the teacher might repeat or rephrase the question, say *"Pardon?"* to encourage the student to improve the answer, or get the correct answer from another student and ask the one who made the mistake to repeat the correct answer.
- Teachers should consider correcting glaring errors in oral presentations by talking to the students privately at their desks or after class.
- If an accepting atmosphere has been established in the classroom, students can learn to be more attentive and to help each other through correcting each other's mistakes. This technique helps students develop listening acuity, editing skill, and the ability to co-operate in small groups. Teachers should schedule time for student correction.
- To encourage students to express themselves even though they may make errors, teachers should avoid overcorrection and disruptive correction, which can inhibit communication. This can be done by:

1. always letting a student express a complete idea before identifying errors in expression;
2. always acknowledging and reacting to the idea a student is expressing before reacting to the form in which it is expressed;
3. focusing on one type of error at a particular time and concentrating on helping a student to improve that aspect of his/her expression; for example, a student might be asked to correct only the verbs in a given oral or written context. It should be recognized that students can absorb only a certain number of details at once;
4. drawing the student's deliberate attention to one error in an oral sentence, while modelling the correction of other errors incidentally;
5. establishing a hierarchy of errors according to the degree with which they interfere with communication and focusing on the aspects that inhibit communication the most;
6. having students work in pairs to edit a written assignment before it is submitted to the teacher.

- A variety of media and methods should be used for correction of written assignments — for example, overhead transparencies, the chalkboard, teacher-prepared dittos, and partner correction.
- The correction and evaluation of students' work are an integral part of the program. An assignment that is collected should be marked and returned promptly, so that students will have an opportunity to examine their errors while the assignment is still fresh in their minds. Although these processes can be very time-consuming, teachers can avoid impossible marking loads by:

1. making a selection of assignments to mark;
2. having the whole class do the same assignment in some cases, so that chalkboard correction is possible;
3. taking up an assignment done by the whole class by correcting the work of a selection of students and then going over their errors with the whole group. Students should become increasingly responsible for identifying their own errors and making their own corrections;
4. giving short, frequent assignments (*dictées*, content questions, short paragraphs) so that fast marking is possible;
5. evaluating some written assignments, especially free compositions, on the basis of general impression. In the process, not every error will be corrected, but an overall assessment of the students' work will be possible.

Listening and Speaking Activities

Techniques are suggested here for presenting *comptines,* songs, anecdotes, and dialogues. *Comptines* are particularly suitable for young children; the other activities are appropriate in any division. Suggestions for more advanced listening and speaking activities are listed with the objectives for these skills in Part I.

- The initial presentation of these learning activities should be accompanied by gestures, props, and/or pictures. The initial aim is listening comprehension only; as students become familiar with the material, they can supply key words or phrases. Both the length of the selection and the students' attention span must be considered in determining the number of repetitions in one class period.
- Once students have learned to read French, they may read selections after hearing them once or twice, or, if their reading skills are up to it, they may read additional selections from a printed text.
- In presenting a *comptine* or a song by the rote method, the teacher might say or sing the whole selection once or twice, using visual aids. The teacher can then repeat one verse several times and encourage students to join in with the actions, the melody, and/or the words. Several selections should be introduced during a term, so that students have a varied repertoire to choose from.
- In presenting a long song, the teacher can present the song in its entirety at least once and then teach it line by line until the class can sing through a whole verse. The teacher should teach only one or two verses a day.
- After a year or two of the Core French program, longer anecdotes and dialogues should be introduced and later presented by the students in class.
- In dialogue presentation, responses by the whole class, parts of the class, or small groups should precede performance by individuals. Students should practise in pairs or small groups before being asked to present a dialogue in front of the class.
- Students can develop their own dialogues and dramatizations in pairs or small groups. Puppets or simple masks can provide an opportunity for them to participate incognito. Groups of students can prepare the puppets or masks, stage, props, and scripts for a more elaborate presentation of their dialogues.

Reading

The reading activities presented in this section fall into two categories: those for beginning readers and those for students who are reading for meaning and appreciation. The following strategies are suitable for use with students who are just beginning to read French.

Beginning Reading

1. *Recognition reading of familiar patterns by students.* The teacher uses illustrations, pictures, or gestures to present the structure(s) to be read. For example, to introduce the structure *"Qui est-ce?"*, the teacher shows students a familiar face and asks *"Qui est-ce?"*. Students answer *"C'est Monique."* After the students have performed this exchange distinctly two or three times, the teacher writes it on the board or on chart paper, or shows the written form previously prepared on a flash card. The whole class, small groups, or individuals can then practise reading it. Using the illustrations available, or the names of classmates, students may then substitute known vocabulary in their answers, for example, *"C'est le père de Monique."* In subsequent periods material presented for recognition reading should be reviewed, and further material added to create a context.

Multiple-choice questions that require silent reading of known structures can be used to develop reading comprehension.

2. *Recognition reading.* After a context has been introduced and practised for several days and students can manipulate it comfortably, the teacher can distribute a printed version of the context as a study aid. This should lessen the memory load and create confidence. The teacher should lead the class through a careful reading of the printed

version to ensure development of correct pronunciation by students before they begin to use it independently.

3. *Sound-symbol[1] relationships.* Sound-symbol relationships may be taught soon after students have been introduced to recognition reading. While the study of these relationships is required chiefly for spelling, pronunciation, and oral reading, an awareness of them is also necessary for reading comprehension in cases where a word might be totally unrecognizable, even in context, to a student who has encountered it only orally, e.g., *"soeur"*, or *"las"*.

In general, only those graphemes that are likely to cause problems should be formally presented. Teachers might approach these lessons, in a Junior Division class for example, by choosing a song or other context that contains the sound to be studied, printing the context on chart paper, and underlining some instances of the chosen grapheme. After reading the context or singing the song, students are asked to identify other examples of the same sound; the teacher underlines them as they are given and then asks for words not in the song that contain the same sound. These words are listed, and the class practises reading them.

Teachers should work with individual students, or with small groups, if particular problems are identified. Sounds that might be treated in this way include [ɲ], [ɥ], [e], *c* pronounced as [s] or [k], *g* pronounced as [ʒ] or [g], and the nasal vowels. (It is not intended that the phonetic symbols be taught at this time; they are listed here only to represent the sounds to be dealt with.)

4. *The experience chart.* To develop a reading passage based on a familiar context or on a class outing or experience, the teacher asks the students carefully sequenced questions and writes their answers on chart paper. Precise, logical questions based on familiar vocabulary and structures should result in a readable story. The class then reads the story silently while one student or the teacher reads it aloud.

As a follow-up, the teacher should make further use of the story by working with particular items in it or by having individual students ask the class questions on the story.

Reading for Meaning and Appreciation

In this document the term "authors" has been replaced by "reading for meaning and appreciation". This more comprehensive term better describes the great variety of reading activities that students should experience starting in the Junior Division.

Many of the activities used to develop listening and speaking skills provide a logical introduction to reading. The songs and rhymes included in the program for young children can be used to introduce the study and enjoyment of poetry. The study of plays should be a continuation of the dialogues, skits, and dramatizations introduced early in the learning sequence, while the study of short stories and novels should develop logically from early experiences with reading and writing anecdotes and short compositions.

As the program of reading for meaning and appreciation develops, several genres should be presented: poetry, drama, periodical selections, short stories, and novels. Certain genres may be stressed more than others, according to the tastes, interests, and aptitudes of both teachers and students, but exposure to a variety of genres should be provided.

A balance should be maintained between French-Canadian and French readings. In the Senior Division, readings from other Francophone countries may be introduced as well. In a second Honour Graduation credit course, the balance of genres and the selection of materials may be left to the discretion of the teacher, who should tailor the program to the academic orientation and interests of the students.

When choosing reading materials, teachers

1. "Symbol" here refers to the various letter combinations that represent a given sound, *not* to phonetic symbols.

should keep in mind both the literary and linguistic gains their students can make from the study of the works. Teachers are advised to consult the Ministry publication *Resource List for French as a Second Language: Core Program* (Toronto: Ministry of Education, Ontario, 1979) when making their selections. To help teachers select appropriate works for their students, this publication lists resources by division and provides an estimate of the number of background hours of French that students need in order to use each resource effectively.

Because of the variety of possible starting points for French, it is essential for teachers, when selecting reading material for either instructional or independent use, to consider the number of hours of French accumulated by their students. After 600 hours *some* students should be reading, with the aid of a dictionary, material not specially edited for schools. Throughout the reading program, students should be encouraged to read appropriate material independently, without constant instructional assistance. The development of dictionary skills is an essential preliminary to independent reading and will permit greater use of magazines and newspapers, which introduce into the program topics of current interest.

For students with advanced reading skills, a program can be devised that focuses on one theme or genre. The listening, speaking, and writing components essential to a balanced program can be largely derived from discussion and written assignments related to the works chosen. In such a program individual students may read different works. Possible themes and genres include: the modern French-Canadian novel; French theatre of the twentieth century; modern Quebec theatre; literature and the media — radio, television, and the cinema; or a variety of genres centring on a theme such as the family, love, city life, personal morality, revolution, or loneliness.

The following activities may be used to present reading material to a class. Those activities that can be adapted to most genres are listed first. Activities appropriate to a specific genre are identified later, as they occur.

- A picture, diagram, overhead transparency, or an item of realia may be used to set the scene and involve students in discussion.
- The teacher may give a partial résumé of the content to arouse interest, and then ask personalized questions based on a parallel situation and introduce new vocabulary.
- Teachers should provide students beginning an instructional reading program with careful guidance in the early paragraphs of a story or novel. Even with material that presents a minimum of lexical and structural difficulties, students require a great deal of initial support to become confident, proficient readers.
- A few key questions provided in advance will help students to find their way through new material, by focusing their attention on events or ideas essential to comprehension.
- The teacher should ask questions about content to check comprehension as he/she reads through the material with students. Questions dealing with syntax and structure, however, should be asked only when a particular problem inhibits comprehension.
- For variety, a recording by the author or artist, by a native speaker, or by the teacher can be used to present reading material.
- As students' reading ability develops, they will need less introductory help. They should then be trained to take risks in reading: to make initial inferences, judgements, and assumptions about the meaning of a sentence or paragraph and to verify or correct them as they read farther.
- Except with beginning students, it is inadvisable to read every page aloud in class. The oral reading of extended passages is appropriate only for plays and poetry. In most other cases, a paragraph or two read aloud by students or the teacher is sufficient to focus attention on particularly significant passages, or to provide a change of pace. Class time should be devoted to discussions of passages crucial to the understanding of the plot, characters, or main ideas. Through questioning, the teacher can review the context leading up to and following these key passages. If the material has not been previously assigned, the intervening sections may be skimmed silently in class.
- Students should be made increasingly responsible for preparing reading material for class on their own. Groups of students can prepare both vocabulary and content questions for the whole class on a section of material.
- From a title or topic sentence, or after reading part of a story, novel, or play, students can be asked to predict what the content will be. As they read farther, they discuss any changes in their opinion.
- Students can develop a chart to plot graphically the action of plays or novels, especially

mysteries. Characters, subplots, clues, and motives should be added as they appear. From time to time, the class can discuss possible outcomes.

- Students should be given advance notice of assignments involving the preparation of an important section of a novel or play and be freed for that time from their other homework assignments in French. Other activities that do not require onerous homework assignments, such as poems, articles, or sight passages, can be planned for classroom periods to allow students this preparation time.
- The instructional reading for the year should consist of more than one novel or collection of short stories.
- Skits or plays should be acted out in class, not merely read. Students can work in small groups to prepare their presentations.
- Student performances can occasionally be videotaped to provide students with an incentive to create polished presentations. Viewing and discussing the videotape produced can constitute the instruction on that section for those students not involved in the taping.
- If a film, audiotape, or videotape based on the material being studied exists, some segments of the work can be covered by these means to provide variety. Alternatively, the entire production can be presented *after* the students have finished reading the work, since presentation of a professional production to students before they have dealt with the work may limit their interpretation of it.

The following follow-up activities may be used with reading material already presented. Again, the activities that can be used with most genres are listed first.

- Students can use lexical and structural items selected from the material they have read in new contexts. Through the recombination of vocabulary and structures, they can use some elements of the reading program in their own speech and writing.
- Students can prepare a résumé of a chapter in a novel or a scene in a play. A series of logically sequenced content questions can be used to develop the essential framework. The teacher can supply connectives and subordinating expressions to help the students create a smooth-flowing paragraph.
- Students can change, either orally or in writing, the ending of a story, play, or novel. Group work on this type of activity is useful, as it permits several groups of students to prepare and compare different endings.
- Selected incidents or descriptions from the work studied can be rewritten from another point of view. Students can retell an incident through the eyes of another character in the story, or write an incident as a news report, a letter, or an entry in a diary. These retellings involve changing tense and person.
- Students may rewrite material in another genre. A narrative passage can be turned into a dialogue, a short story can be changed into a play, or a chapter of a novel can be adapted as a radio play.
- Advanced students can write a review of a play or novel from the point of view of a professional critic.
- Advanced students can be asked to read, independently, a second work by an author they are studying, report on it in class, and perhaps use the material they have developed as the basis for a short essay.
- Teachers can encourage students to write their own poetry, beginning fairly early in the sequence with form poems such as the acrostic, cinquain, or haiku. Students might also be supplied with a series of cards containing nouns, verbs, adjectives, and adverbs relating to one theme; by adding function words, students can then organize the given material into a poem. Students can also try their hand at writing couplets, quatrains, and free verse.
- Students, individually or in small groups, may wish to develop an audio-visual presentation of a poem or a passage from a play or a prose work. Their presentation could include taped background music to set the mood, voice-over recording of the selection, and pictures or slides to illustrate the content.

Writing

Writing, like speaking, is an expressive skill. Many activities and exercises used in developing speaking skills can also be used to develop writing ability. There are, however, several differences crucial to second-language learning between these two skills. Speaking requires a social context; writing is an activity that can take place when one is alone. In speech, an immediate response to some sort of stimulus is required. Writing seldom requires such an instantaneous response; there is time to search for the correct words and forms. Some students feel more comfortable when asked

to do a written exercise than they do when asked to participate in an oral exchange in front of the class.

The fact that there is a concrete product that can be handed in for evaluation and kept for future reference may lead students and parents to perceive written assignments as more serious, important activities than oral assignments. A clear outline of evaluation criteria for the total program will help them to keep written assignments in perspective.

Transcription

Once recognition reading has been introduced, students can begin to transcribe known material in one of the following ways:

- Students can arrange in sequence a set of word cards or sentence cards and then transcribe them.
- Young students can transcribe known vocabulary items, sentences, and short dialogues, and then illustrate them.
- Students can label pictures or illustrations that they have created or that have been duplicated by the teacher. (This labelling can be done initially by transcription, later from dictation, and finally by filling in blanks.)
- Students can fill blanks in sentences from a given list of known words.

Dictation

The dictation of known vocabulary and structures should begin once students are competent at transcription. The dictation of words in a context is more helpful to students than is the dictation of isolated words or short expressions. Dictations do not have to be long to provide practice or material for assessment; single words in a *dictée à trous* can be sufficient to indicate student progress in spelling.

The dictation of an extended passage tests students' ability in several aspects of the language: listening comprehension, auditory memory, knowledge of grammatical patterns, and knowledge of sound-symbol relationships. These aspects should be taken into consideration when a marking scheme is devised.

Guided, Co-operative, and Personal Writing

When students begin expressive writing in French, they require careful training in organization and in their choice of structures and vocabulary. They should be encouraged to formulate and organize their ideas in French without resorting to the translation of a passage developed in English.

Teachers should use a variety of guided composition exercises to ensure that students have early opportunities to develop skill and confidence in expressing their ideas within the structures and vocabulary they know.

Guided writing. The simplest guided writing exercises can begin soon after students are proficient at transcription, within the first year of the Junior Division for example. In this regard a student may be asked to:

- complete part of a sentence following a pattern;
- compose a sentence patterned on a model;
- recombine orally mastered or printed dialogues or narratives;
- form a paragraph from a series of dehydrated sentences;
- compose a form poem from a given set of lexical items;
- write a dialogue from a narrative passage, or vice versa;
- form a paragraph by joining together the answers to a series of sequential questions;
- arrange in sequence a set of picture cards based on selected structures and vocabulary from a variety of known contexts and compose a paragraph based on the resulting picture story;
- complete a dialogue for which the part of only one speaker is provided;
- write a résumé after listening to an anecdote or description.

Some of the skills basic to personal writing that should be developed by students include: the judicious selection of adjectives and adverbs; the appropriate use of connectives, such as *puis, alors,* and *donc;* and the construction of effective topic and concluding sentences.

One way to develop these skills is to supply students with passages from which the modifiers, conjunctions, and topic and concluding sentences have been omitted. The students can then be asked to supply the missing elements.

Co-operative writing. Before students are asked to produce individual pieces of personal writing, they should have ample opportunity to develop passages co-operatively. In this process, the teacher and students work together on a topic in class, and then students, in pairs or small groups, develop the topic into a paragraph or short composition. The teacher writes in point form on the chalkboard the grammatical elements and vocabulary related to the topic that are suggested in a brainstorming session. The class decides which of the items may be grouped, and extraneous items

are deleted. The grouped items are then organized into a plan for a composition.

Writing may also be developed co-operatively by asking pairs or groups of students to describe in complete sentences a series of pictures or, later on, a single picture.

Personal writing. Only after they have participated in several co-operative efforts should students be required to write short personal compositions on their own. One of the advantages of assigning several short compositions rather than a few major ones is that the students will have more frequent and less intimidating opportunities to write on a variety of topics; another is that teachers will be able to assess students' work more frequently. Teachers should encourage students to proofread their own work, and to work with a partner in the editing of written compositions.

Topics related to the reading program, current events, and students' experiences will provide a springboard for personal written expression. Post cards, invitations, letters, diary entries, newspaper articles, and brief paragraphs all provide good opportunities for personal writing.

Correction of Written Assignments

In correcting written assignments, teachers can simply underline errors and indicate in the margin the type of error, using a set of symbols previously explained to the class, such as $\neq$ to indicate lack of agreement, or *T* to indicate incorrect tense. Occasionally students should correct and rewrite their own compositions and resubmit them for evaluation.

The mark assigned for a composition should take into account ideas, organization, the effectiveness of the introduction and conclusion, originality, variety, choice of words and expressions, grammar, and spelling. Because the objective is to encourage students to express their own ideas, the weight of the evaluation should not, however, be on grammar and spelling, which can be evaluated in different areas of the program. Every error should be indicated, but students should not lose more than a predetermined percentage of the total mark for either grammar or spelling. Compositions with a great many grammar or spelling errors should be corrected, rewritten by students, and resubmitted. The teacher should take note of the types of errors being made and, if many students are making the same type of error, conduct a general class review of that point.

Students should be encouraged to keep track of the types of errors found in their work; if similar errors are found repeatedly, they should review the relevant material in their textbooks or consult with the teacher or another student.

The following is a sample grid for the evaluation of creative writing:

Nom: Cours/Classe:

Date:

Titre de la Composition:

Considérations	Total Possible	Note Reçue	Commentaire	Général
Idées	15			
Organisation/ développement des idées	10			
Paragraphe d'introduction et de conclusion	5			
Variété (phrases, vocabulaire)	5			
Grammaire	5			
Vocabulaire (emploi des mots et des expressions connus, authenticité)	5			
Orthographe	5			
TOTAL	50			

Translation (English to French)

Translation exercises should be avoided with beginning students and with students who are not yet at the stage where they can make generalizations. Such exercises risk reinforcing any latent tendency to use English as a starting point for expression. Limited pattern translation can clarify structures where there is interference between French and English, such as in the case of the *depuis* structure or the compound tenses of *devoir*.

Translating a short series of English sentences patterned closely on a model translation will give students confidence in using the French structure. Senior Division students who began French in the Primary or Junior Division might translate short paragraphs that flow normally and do not contain an unusual concentration of structural and lexical difficulties.

Teaching Structures

The following principles should be observed to help pupils at the pre-generalization stage achieve mastery of structural patterns:

- Teachers should introduce new patterns in situations involving real communication.
- The contexts in which the patterns to be learned are presented should be as simple and unambiguous as possible.
- While imitation and repetition of a model given by the teacher are basic to the acquisition of new structures, pupils must have ample opportunity to apply the new structure as soon as possible. This application provides further practice and verifies comprehension.
- The time devoted to the various steps of the lesson must be carefully planned. In a forty-minute period, for example, the presentation of new material should occupy no more than twenty minutes. The teacher should spend the remaining time in leading up to the presentation and in having the students apply the new material after the presentation. For young children, this application can take the form of a manual activity, a game, or a song in which the whole class can be involved.
- The order of activities should be varied from day to day. As more skills are added, greater flexibility is possible, and a predictable routine is avoided.
- Visual aids should be clearly visible from all parts of the classroom, and should have a specific focus.

Although some of these techniques will also be appropriate for students at the conceptualization stage, the following additional suggestions are especially pertinent to such students:

- Teachers should be sensitive to the different rates and styles of learning among their students. They should not always strive to have a new structure mastered by the entire class in the initial presentation.
- While teachers should avoid needless use of terminology, students should gradually acquire a body of basic terminology in French to permit them to understand and discuss the parts of a sentence and their relationship within the sentence.
- The grammar lesson should focus on one specific topic at a time. Teachers should isolate this topic, anticipate points of difficulty, and eliminate any unnecessary complications. Examinations of exceptions or points of interference should be postponed until the regular use of the structure has been fixed.
- Examples should be simple and carefully chosen. They should contain no unnecessary new vocabulary. To highlight the new structure, the examples should follow a set pattern.
- The inductive method should be employed most frequently. Until the end of the Intermediate Division, students should learn each new structure orally through a series of questions and examples or through a real communication situation planned by the teacher. This should precede any grammatical analysis of the structure.
- The lesson should proceed from the known to the unknown, beginning with a brief review of the material essential for the comprehension and acquisition of the new structure. This procedure assists students in assimilating and retaining structures and generalizations.

Teaching Culture

A great deal of cultural information is transmitted incidentally as part of the regular program. The experience of being in French class day by day should become a process of acculturation for students. From time to time, however, the teacher may wish to focus the students' attention on a particular topic or activity of a cultural nature.

The culture of present-day French Canada is to a large extent very similar to the cultural background of many of the students. In the Primary and Junior divisions particularly, it is these

similarities, rather than the differences between cultures, that should be stressed. In the Intermediate and Senior divisions, cultural differences should also be treated. The following are some possible techniques and resources for presenting cultural topics:

Cultural asides. These are simply brief comments on the target culture, delivered by the teacher when a particular item of cultural information is relevant. In speaking of snacks, for example, the teacher might observe that in some parts of French Canada, maple syrup would be served with doughnuts.

Deliberate cultural comparisons. These are very short descriptions (culture capsules) that discuss *one* aspect of culture from the points of view of the two cultures. This aspect is first described as it exists in the local culture, then as it exists in the Francophone culture. Differences are pointed out, and there is generally some type of follow-up activity that involves discussion or further research by the students.

Mini-dramas or mini-skits. In these activities students incorporate aspects of the target culture (through gestures, actions, or props) as they act out selected situations. For example, to act out a shopping trip for groceries in France, they might carry baskets or string bags. Students can use *saynètes* or dialogues that form part of published programs as a basis for dramatic presentations. A videotape recorder can be used to motivate students to perform and to show them the progress they are making.

Visual aids and realia. Photographs, films, filmstrips, and slides increase students' comprehension of Francophone cultures. Photographs, post cards, maps, posters, and student projects may be used in bulletin-board displays in the classroom or in special displays in other parts of the school. Schools in the same area can rent films on a co-operative basis for showing at a centrally located school. Items of realia owned by the teacher or students can be used to stimulate interest, promote discussion, and broaden understanding.

Audio aids. Records, tapes, and some modules can be used to develop listening comprehension and also to provide students with authentic examples of a wide variety of French speech, music, and songs. One type of module that has been recently developed is the audio-motor unit: students listen to a taped set of commands in French, observe the teacher perform the actions, and subsequently demonstrate their comprehension by carrying out the commands themselves. These units generally contain vocabulary that transmits cultural information. Normally such a unit would require no more than ten minutes of class time.

Multi-media modules. These are usually slide-tape presentations based on one cultural topic or theme, such as festivals, sports, travel, or famous people. They may include activities and suggestions for student projects relating to the theme, and can be used to complement the reading program, to create interest in seasonal activities, and to motivate and inform students before a school trip to a Francophone milieu.

Newspapers and magazines. These are good sources of current information about culture and add interest and authenticity to the French class. Back issues of newspapers and magazines are often excellent sources of pictures for teaching purposes, or for projects and displays.

Radio and television. Audiotaped or videotaped programs, which are excellent vehicles for developing language skills, can be used to present aspects of the target culture. Many programs are available through OECA and the CBC in formats convenient for classroom use.

Interdisciplinary activities. Through the co-operation of other departments in the school, culture-related activities can be extended beyond the French classroom. With the co-operation of the physical education and music departments, instruction in folk dancing and singing can be arranged. The art department may permit students to prepare visual material and sets and props for dramatic presentations. Students of both French and art can be encouraged to develop art projects on French themes for personal interest or special displays.

Cooking is another way of introducing students to Francophone cultures. There are many simple recipes (such as *crêpes, fèves au lard,* and *soupe aux pois*) that can be prepared, either entirely or partly, right in class. More complex dishes may require the co-operation of the family studies department, or partial preparation at home.

Analysis of cultural misunderstandings. Students in the Intermediate and Senior divisions can heighten their awareness of cultural differences through materials such as the "cultural assimilator". The culture assimilator begins with a paragraph describing a situation in which representatives of two cultures have a misunder-

standing. The paragraph is followed by three or four possible explanations as to why the misunderstanding took place. All of the explanations seem plausible, though only one is correct. Students choose the one that they think best explains the situation, and then turn to the answers. Both the correct answer and the reasons why the alternatives could not be correct are listed.

Community resources. Francophone members of the community or exchange students can be invited to present and discuss aspects of culture with students or to lead small groups in conversation. Commercial and institutional resources should also be exploited. Tours of galleries, museums, and historic sites conducted by a French guide can sometimes be arranged. Theatres and movie houses may offer special rates to groups of students when a French play or movie is being presented.

Pen- and tape-pals. Contacts with individual students or with classes in Francophone schools are an ideal way of developing student interest in Francophone culture. Audiotapes and videotapes can be exchanged with classes while students are still at the prereading and prewriting stage. Such tapes are a useful preliminary to an exchange of letters or to a visit to the other community.

Trips and excursions. Trips show students what the other culture is really like. A great deal of preliminary planning is necessary; if possible, the teacher should have taken the trip prior to going with the students. Numerous organizations exist that assist teachers and students in arranging exchange visits and other types of excursions.[2]

Holiday tours and language programs. Opportunities for both recreational and instructional travel are increasingly available. Some board-sponsored summer programs are held in various Francophone areas. Older students may qualify for a Summer Language Bursary to study French at a designated institution in Canada.

Grouping Procedures

Grouping procedures can be used effectively for many aspects of the French program. In almost any class the use of grouping makes possible a varied program in which the pace of learning and the level of difficulty of the material presented can be approximated to the ability of different groups of students in the class. Grouping frees the teacher to work with individual students or small groups while other students in the class are proceeding with their assignments. It also provides necessary variety in longer class periods and, if carefully planned, it can be successfully introduced in a twenty- or forty-minute period. It is especially effective in split grades and large classes.

2. See Ontario, Ministry of Education, "Memorandum 1977-78:20 — Student Exchange"; and *Canadian Parents for French Newsletter,* no. 6, March 1979.

Grouping offers the following possibilities:

- opportunities to apply teacher-presented material in a variety of group activities;
- increased opportunity for students to use the expressive skills;
- increased student-initiated communication;
- increased opportunities for the teacher to work with individuals;
- increased opportunity for students to obtain additional practice in problem areas;
- greater confidence on the part of students who are hesitant to participate in whole-class activities;
- closer rapport among students, and between the teacher and each student;
- the opportunity to improve student skills in working together co-operatively;
- an increased sense of personal responsibility among students for their own learning.

Grouping should be used with a specific purpose. This purpose will determine the time allocation, which may be part of a class period, several days in a week, the duration of a particular unit of work, or a longer period of time. The following material outlines possibilities for types of groups, provides suggestions for introducing and managing group work, and offers solutions to potential problems.

Pairs. Groups of two are the simplest and most common form of grouping. Pairs are suitable for activities such as:

- oral question/answer, or cue/response practice,
- preparation or learning of dialogues and skits,
- proofreading and editing of a partner's written assignment.

Small groups. Students may be allowed to choose their own group or they may be assigned to a group by the teacher. Such a grouping may be made on the basis of ability or interest. Either heterogeneous or homogeneous grouping is possible, but the composition of the groups should be changed periodically. In order for the groups to be effective, no more than eight students should be assigned to each group. As well, senior students or language monitors may be assigned to assist the teacher with groups.

The small-group format can allow students to:

- practise and apply recently acquired structures and vocabulary, either through taped or written exercises or live oral exchanges;
- carry out assignments at different levels of difficulty based on the same material;
- research a topic or prepare an assignment for whole-class presentation. Students might, for example, prepare and present an original dialogue, or a debate, or supply background information to complement the reading program;
- pursue a special interest in reading or writing;
- discuss a topic related to the current unit of work, either by answering and discussing questions prepared by the teacher, or by preparing a list of questions to ask their peers;
- discuss current events or issues of interest to the group.

Grouping for special purposes. For certain activities, such as games, debates, and contests, it may be desirable to divide the class into two groups. At times one half of the class may prepare an activity that will later be presented to the other half of the class.

Teachers wishing to initiate grouping procedures should plan the transition from total-class instruction to group work very carefully. The demands of setting up group-work assignments can be greatly reduced if several teachers work together to develop appropriate materials and tests. Having several contributors will not only cut down the workload, but will also add variety of approach.

When initiating grouping, teachers should:

- outline clearly the procedures to be followed;
- discuss with students their role and responsibilities;
- develop a variety of materials for listening, speaking, reading, and writing activities, or a combination thereof.

Grouping will be effective only if the teacher can maintain classroom control while it is used. In any school year or semester, grouping should be delayed until teachers have had time to become well acquainted with their students and have assessed the students' learning habits.

When grouping for a full period or more, where applicable teachers should:

- list the members of the groups and post the lists on the bulletin board;
- designate group leaders to set up audio-visual equipment in advance and to distribute and collect assignments;
- have any new material for the day, suitably labelled, ready at each work station;
- establish a routine to inform students when they are to move to the next work station.

The following is an example of a week's timetable for group work:

Monday. The teacher presents new material (a new structure or generalization, a reading passage, or new vocabulary) to the whole class. He/she then explains the assignments, hands out

the work sheets, and divides the class into groups to begin work.

Tuesday to Thursday. Students work on assignments for a given period of time, rotating from centre to centre until all tasks are completed. The teacher moves from group to group, ensuring that students are working and assisting where necessary, particularly if the activity involves free conversation.

Friday. Part of the class time may be devoted to testing; the remaining time can be used for synthesizing or summarizing the week's work.

Concerns, Problems, and Suggested Solutions

There will inevitably be an increased noise level when students work in groups. Teachers and principals must be prepared to accept a certain amount of productive noise in the classroom as groups practise aural/oral skills and prepare projects and presentations.

Some pronunciation, grammar, and vocabulary errors may go undetected. Students should be encouraged to correct each other or to make a note of difficulties to be discussed later with the teacher. When rotating from group to group, the teacher should note the types and frequency of errors being made. If several students are making the same type of error, teachers should correct the problem through whole-class instruction and practice.

Teachers often fear that students will speak more English than French when they work in groups. A clear expectation that groups will work in French must be established at the outset. Regular monitoring by the teacher will be necessary, particularly when grouping is initiated. If the teacher selects tasks judiciously, defines them clearly, indicates carefully the step-by-step progression through each task, and provides appropriately prepared materials, students should be able to work in French without constant teacher supervision.

Some students may not complete assigned work on time. Grouping will at first involve some trial and error in the selection of learning activities and the timing of tasks. The teacher can minimize confusion by detailed planning of the work to be covered and by checking the students' progress through the various tasks. It is essential, particularly when grouping is used over a long period of time, for the teacher to keep up-to-date records of the students' completion of learning tasks, checking regularly that they are advancing at a reasonable speed.

Gifted students may finish a unit very quickly. When this happens, these students may pursue a topic in greater depth, read independently, or research a topic related to French. They may also help classmates who are encountering problems and thus consolidate their own understanding.

Weak students may try to take advantage of brighter students by copying or borrowing their assignments and tests. The teacher should encourage peer assistance and tutoring, but must find ways of preventing better students from being coerced by peer pressure into sharing with slower students the work that they have already completed.

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IV. Evaluation

Introduction

Evaluation is an essential component of curriculum. Appropriate assessment procedures can provide information relevant to:

- placement
- diagnosis
- student guidance
- the measurement of individual or class mastery of particular objectives of the course
- reporting student achievement
- the comparison of the achievement of students in different classes of schools
- the measurement of student attitudes
- the assessment of the effectiveness of the program of instruction

Principles of Evaluation

Evaluation is an integral part of the instructional process. Assessment procedures must be directly related to program objectives and must be based on classroom activities. The activities listed in the objectives section of Part I, for example, are intended both to develop language skills and to serve as the basis for the evaluation of these skills. Students should be given the opportunity to practise and apply these skills before being assessed on their mastery of them. New types of activities should not be introduced for assessment purposes only.

All skills must be evaluated, but assessment procedures should reflect the time accorded to each. An estimate of the approximate weighting for teaching and testing of the four language skills in each grade of the various streams is found on page 5.

The teacher should employ a variety of methods to assess student progress in order to reflect the variety of approaches used in the presentation of the material and the variety of student learning styles. The assessment should be continuous if student competence is to be evaluated fairly.

Because language skills are interrelated, some procedures should involve an assessment of a combination of skills rather than of individual skills in isolation. It is important to be aware of the skills measured in such integrative assessment procedures and to reflect their relative importance in the marking scheme.

Assessment is a tool to help students and teachers identify those areas of the program in which students are proficient, and those areas that need further clarification and practice. Assessment should result in the improvement of both teaching and learning strategies. Teachers should analyse types of errors in order to plan remediation and review for both groups and individuals.

To gather data that will result in sound decisions, the assessment instruments used must be carefully chosen. The information required on student performance and the purpose for which it is required should determine the type of assessment used in a specific situation.

The Ministry of Education document *Evaluation of Student Achievement: A Resource Guide for Teachers* suggests procedures that teachers may use in evaluation. The following are some procedures that French teachers might find particularly useful:

- observation
- teacher-student interviews
- rating scales
- participation charts
- student self-evaluation
- checklists
- classroom tests and examinations

For a fuller description of these procedures, refer to the document cited above.

Types of Evaluation

Formative Evaluation. This is carried out during the course of instruction. Its purpose is to improve instruction and learning rather than to rank or grade students. The results of formative evaluation should be diagnosed and used to redirect the efforts of both teachers and students. Assessment for this purpose should be frequent.

Summative Evaluation. This type of evaluation is based on the assessment of completed units of work. It is usually carried out at the end of a unit, term, or year, and measures the students' achievement on a significant body of material and the degree to which it has been assimilated. The results can be used, in the appropriate divisions, to grade students for the purposes of comparison or promotion.

Discrete point scoring. In this type of evaluation, marks are assigned for knowledge of specific language items, for example, for providing the correct agreement of an adjective, the correct interrogative pronoun, or the correct verb form. Each question or section of a test deals with only one type of item. Such tests can be designed to test the students' mastery of a specific type of item or to assess their ability to manipulate a variety of discrete items from the program.

General impression scoring. Instead of being assessed on knowledge of specific language items, students are assessed here on their ability to communicate ideas in context. The teacher bases the total mark on an overall impression measured against predetermined criteria, rather than on individual points. This type of evaluation is suitable for assigning grades to oral or written comprehension or expression.

Criterion-referenced tests. These tests measure the extent to which specific objectives or criteria have been achieved. Students do not compete with each other, but aim for the attainment of an objective. The mastery level required is usually 75 per cent or higher, but is not necessarily the same for all aspects of the program. The criterion level for vocabulary knowledge or use of structures, for example, might be 90 per cent; for content knowledge of extensive reading material it might be 75 per cent. Students who attain the prescribed mastery level are ready to proceed to the next phase of the unit of work; those who do not reach the mastery level require review and remediation before trying a retest based on the same material.

Teachers will have to devise special strategies for students who consistently score below the set level of mastery even after retests. Such students may be allowed to negotiate an individual level of mastery with the teacher. This decision will affect the summative evaluation of their achievement.

Criterion-referenced tests should be used frequently, since they are a good indicator of whether students have mastered specific learning tasks. The results help teachers to adjust the rate and techniques of instruction to fit the abilities of the class. As well, students feel a sense of accomplishment and security because they know that they have reached a prescribed level of achievement.

Norm-referenced tests. These tests are used to rank students; an individual student's performance is compared to that of other students. This is the traditional type of test, on which marks may range from very low to very high. This type of test is useful for summative evaluation at the end of a unit, term, or year.

Test items should vary in difficulty. There should be some questions that virtually every student will answer correctly, and some that present a challenge to even the most capable students. All items should, of course, relate clearly to the objectives and activities of the program.

Assessment of integrative skill. This type of assessment measures students' ability to synthesize what they have learned and to integrate specific skills into real communication situations. Since communication is the essential aim of the program, some assessment of integrative skill is necessary.

Oral or written production of continuous discourse is the most common test of integrative skill. Teachers can also assess students through classroom observation, which can be sharpened through the use of participation charts and checklists. The Cloze technique and dictation tests measure proficiency in reading comprehension and knowledge of language. Translation from English to French of short passages is another test of this type; it is suitable for Senior Division students who started French in the Primary or Junior Division.

When developing a marking scheme for such tests, teachers should ensure that credit is given for all the content items as well as for the mixture of language skills involved.

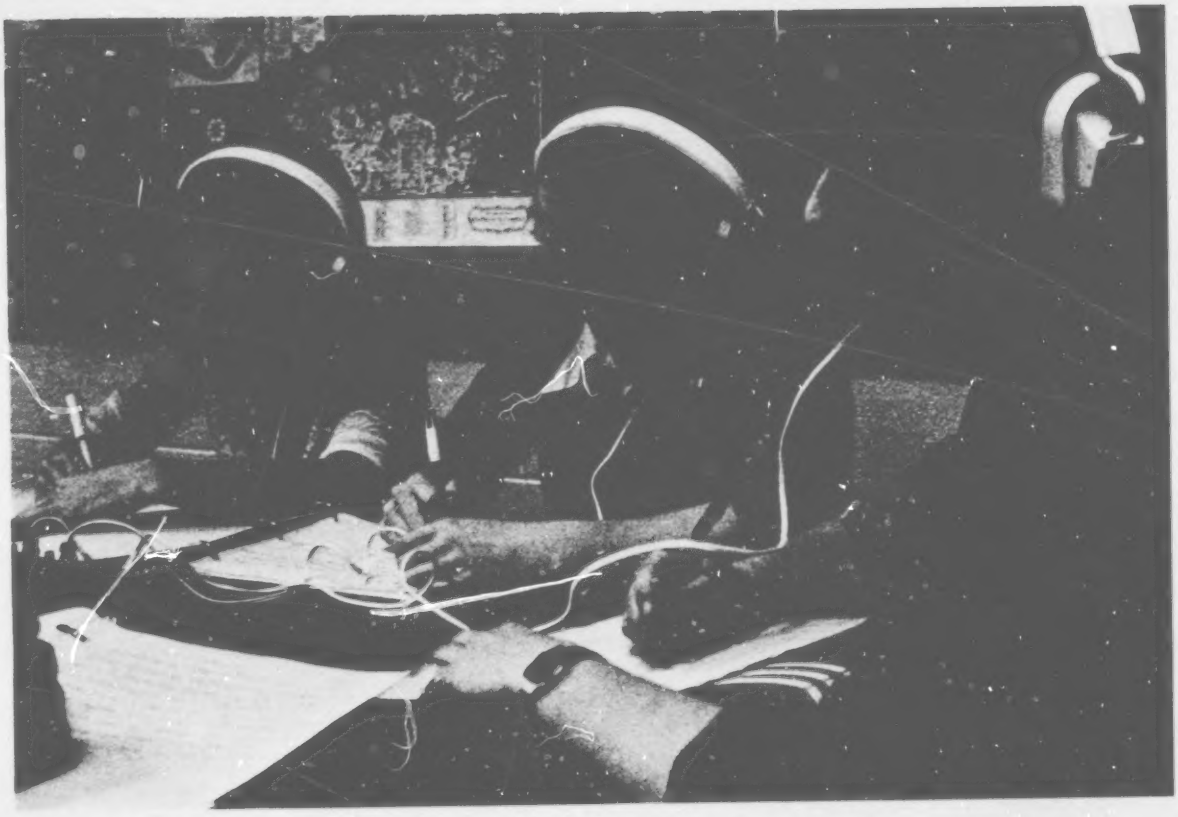
Class-, grade-, and board-wide tests. The most common type of test is the one developed and marked by the classroom teacher for his/her own class. It has several advantages: it can be designed for the purposes of one class; both teacher and students receive almost immediate feedback; and necessary adjustments in teaching and learning strategies can be made easily and quickly.

At the end of a term or year, grade-wide tests or examinations can be used, in the appropriate divisions, as one means of measuring student achievement for promotion purposes. School boards may also develop similar instruments to assess student achievement in a specific published program or in the French language in general. Such tests can provide information for teachers, department heads, and administrators. They are also useful for placing students who transfer in from another area.

Reporting Procedures

The results of assessment must be summarized, interpreted, and presented in a form suitable for recording or reporting. These results can be used for:

- the evaluation of student progress;
- decisions on student progression to the next grade or class;
- the development or reshaping of teaching strategies;
- communication – to students, parents, the principal, the receiving teacher, consultative staff, administrators (and through them the school board), and educational or other institutions.



The information reported will vary with the person(s) or institution requiring it. It might include student progress towards the objectives of the program; the actual marks assigned to students; and program effectiveness.

This information can be reported through anecdotal reports; student-teacher and parent-teacher interviews; grades or marks; or class, grade, and school summaries.

Evaluating Attitudes

Interest has been growing in the area of the evaluation of attitudes, that is, of students' affective response to French: the course, the language itself, the people who speak it, and their culture. Attitudes should not be overlooked; students who have positive feelings about French and the French fact in Canada will undoubtedly experience more success in the subject than those who dislike the language or the people who speak it. It is true that the attitudes students are exposed to in the home and community will mould their feelings; it is also true that an enthusiastic and empathetic teacher who is sensitive to student attitudes, and a well-planned program, can greatly influence a student's response towards French. Teachers interested in the evaluation of attitudes will find further information on the topic in the references suggested at the end of this section.

Because an awareness of developmental stages will help teachers to respond in the most appropriate way to the changing needs and attitudes of their students, an outline of child development from ages five to sixteen is included in the appendix to this document.

Program Evaluation

Administrators, department heads, and program personnel can gather data for evaluating French programs by:

- reading the courses of study;
- examining the materials used;
- observing classroom activities;
- discussing the program with the teachers and students involved;
- reviewing the methods used to assess student achievement and the results obtained.

Data-gathering in itself, however, does not constitute evaluation. For assessment to be effective, it must lead to decisions and appropriate action.

Criteria for the evaluation of a French program are expressed below as a series of statements. The list is not exhaustive. Teachers and other educators can assign a rating of 1 to 5 to each statement, to indicate to what extent the statement is true for the program under consideration. Statements that receive a low rating indicate areas of the program that should be improved.

Criteria	Program Rating	Not Applicable
	1 2 3 4 5 Low High	
1. *Strategies* The program: a) provides opportunities for students to communicate in French;		
b) uses a balance of formal instruction, practice, and communication appropriate to the students' stage of development;		
c) leads students from structured content to free communication of their own ideas;		
d) motivates students to make use of French;		
e) provides opportunities to integrate French with other subject areas;		
f) parallels the fundamental principles of education in the division – Primary, Junior, Intermediate, or Senior – for which it is intended.		
2. *Meeting Student Needs* The program: a) provides for different developmental stages;		
b) takes into account varying learning styles;		
c) accommodates individual student needs, experiences, and interests;		
d) offers a variety in depth, pace, and activities that is appropriate to the students' abilities;		
e) satisfies legitimate student curiosity;		
f) includes student-centred learning activities involving: i) group work, ii) individual work;		
g) uses audio-visual materials appropriate to the students' level of maturity;		
h) has relevance for the students;		
i) provides satisfaction and challenge for the students;		
j) allows for needed reinforcement without needless repetition of known material;		
k) provides additional study and enrichment activities when appropriate.		
3. *Language Skills* The program: a) gives priority to listening and speaking in the Primary and Junior divisions;		

Criteria	Program Rating	Not Applicable
	1 2 3 4 5 Low High	
b) introduces reading and writing as support skills at a suitable stage in the development of students, as set out in this guideline (see pages 4 and 32);		
c) maintains a constant balance between student development of language skills and acquisition of structures and vocabulary;		
d) provides opportunities for the varied application of the skills it includes (teacher-student exchanges, student-student exchanges, large group-small group work, dialogue, narration, balance of genres . . .);		
e) encourages an integrated approach to thinking, listening, speaking, reading, and writing;		
f) provides a logical progression from one topic of study to the next.		
4. *Culture* The program:		
a) presents cultural activities suitable to the language competence and maturity of students;		
b) presents information about the way French-Canadians and other Francophones live and about their frame of reference;		
c) presents a positive image of Francophones as real people with individual character traits;		
d) depicts contemporary French-Canadian and French culture accurately;		
e) increases students' sensitivity to and awareness of culture by comparing and contrasting French-Canadian and French culture with the other cultures that students know.		
5. *Evaluation* The methods for evaluating students:		
a) employ a variety of techniques appropriately;		
b) relate to instructional objectives;		
c) are used at suitably frequent intervals;		
d) make appropriate use of student self-appraisal;		
e) include peer assessment and comment as a form of formative evaluation;		
f) provide needed information - to the student, - to parents, - to the teacher, - to administrators;		
g) encourage the revision of teaching/learning strategies where necessary.		

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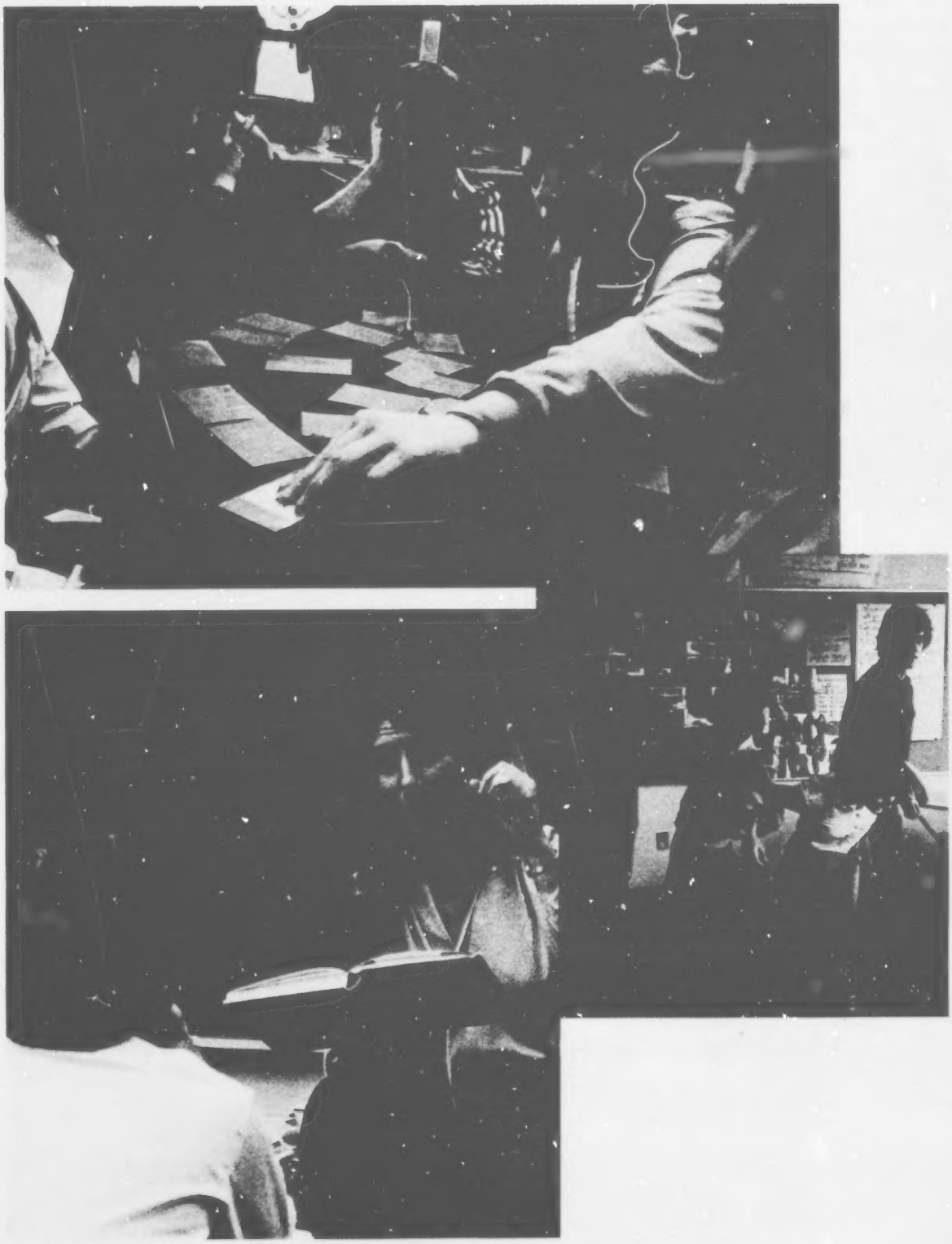
Appendix



Matching Language-Learning Activities to the Age and Developmental Stages of Students

Teachers of French should be sensitive to the developmental stages of their students and as far as possible devise activities for the French class that are appropriate to the maturity level of the age group. *The outline that follows summarizes the observations of experienced teachers; it does not claim to be scientific.*

The physical, emotional, social and moral, and mental characteristics typical of students in five age groups are listed below. Since these are *average* characteristics for each group, it is obvious that some members of a group will share some of the characteristics of the previous age group, while other members of the same group will have some of the characteristics of the next higher group. There will be many individuals who do not exhibit the general traits identified for an age group; teachers should exercise special care when selecting techniques and materials for these students.

The implications for language learning of the characteristics of each stage are suggested to help teachers plan activities that match the developmental level and the interests of their students.

Early Childhood: Age Five

Characteristics of the Child	Implications for Second-Language Learning
Physical Most boys are bigger, weigh more, and are less well co-ordinated than girls. In other aspects of development, boys are as much as a year behind girls. Boys and girls have similar interests. Unless they are engaged in absorbing activities, both have short attention spans. They need physical activity.	Most Kindergarten pupils: • can paint with a large brush, and cut and paste, but cannot write; • enjoy games involving movement and singing games such as *Promenons-nous dans les bois;* • can learn to understand and to use commands that involve motion.
Emotional These children are normally open, trusting, and dependable.	Most Kindergarten pupils fit into a group and will accept the teacher's leadership. The optimum number of children for such a group is six or fewer.
Social and Moral Children of this age are more sensitive to the judgements of adults than to those of their peers. They reflect the speech, manners, and general attitudes of their parents and teachers.	If the teacher detects that the child is reluctant to learn another language, the teacher should try to meet with the child's parents to discuss this attitude.
These children: • are conscious of sex differences, and are developing racial awareness; • are interested in their own bodies;	It is appropriate to teach parts of the body
• may be in contact with large peer groups for the first time.	These children gradually learn to share, to take turns, to put things away, to listen to others, and to participate in group games.
Mental These children: • have a mother-tongue vocabulary of 2200 to 5000 words. Their mother-tongue grammar was well established by age three and one-half, and, by age five, it needs only a few surface refinements;	The vocabulary for the names of familiar objects can be taught. These children may try to fit French vocabulary and structures into the familiar patterns of their mother tongue.
• love fantasy and like to pretend;	Well-organized dramatic play with props should be encouraged.
• like having stories told or read aloud; • like stories in which animals talk;	Teachers can develop listening comprehension through the telling of stories such as *"Les trois ours"*, *"Le petit chaperon rouge"*, and *"Jeannot Lapin"*. Illustrations are useful.
• can illustrate a story and like to talk about it; • like opportunities to comment and ask questions; • know the value of common coins and like to shop in stores.	Children need real experiences such as a visit to the zoo, the fire hall, a farm, the beach, or a store. Such visits can be recreated in the classroom as modules for French practice.

Middle Childhood: Ages Six, Seven, and Eight

During these years peer relationships begin to be important and children start to move away from their close dependence on their parents.

Characteristics of the Child	Implications for Second-Language Learning
Physical These children: • enjoy physical activities involving the whole body;	French can be used: • in playground activities such as skipping, hopscotch, playing with a ball, ring-toss, tag, swimming, kite-flying, follow-the-leader, and playing with hoops or frisbies;
• enjoy rhythmic activities;	• in singing and movement games, action songs, and rounds.
• tire easily and need a balance of activities including quiet periods.	
Seven-year-olds have periods of calmness and self-absorption, but at times these children may be overconfident.	
Emotional These children: • need to be valued and approved. Only adults can satisfy this need until the peer group begins to be important towards the end of the age group; • are vulnerable to criticism and cannot accept failure or loss of prestige gracefully.	Teachers should: • make sure that each child experiences success; • avoid competitions in which an individual child is isolated and is conspicuous in losing or winning.
Social and Moral These children: • are aware of races, nationalities, and social classes, but are free of bias unless their immediate environment strongly promotes prejudice; • can discover similarities among their cultures and those of other children; • are naturally curious about children in other cultures and lands; • easily develop empathy with other cultures.	This is a good time to create interest in the daily lives, manners, customs, and speech of French-speaking children. The quaint aspects of French culture should not be overemphasized. The encouragement of positive attitudes towards other nationalities should be a normal, integral part of the curriculum, in French and in other areas, particularly from about age eight on. The aim should be to show Francophones as people who are interesting to know or to visit. The effort should be continuous and low-key, not merely an off-and-on, high-pressure approach. A curriculum unit focused on French Canada or France, including filmstrips, slides, or films, will stimulate interest. A French-Canada Week might be effective. Mixed activity groups should be encouraged to avoid fostering sexist attitudes.
These children: • enjoy taking turns and insist on fairness; • can lead a play group of seven or eight members.	The teacher can establish that it is "fair" for a boy to choose a girl, or vice versa, to ensure that everyone has a turn.
Six-year-olds still resemble five-year-olds in many respects: they play in sight of home and are parent- or teacher-oriented. Eight-year-olds are assured. They play happily away from home and are becoming peer-oriented.	Situations and dialogues should involve people both of the child's own age and from the community beyond the home.

Characteristics of the Child	Implications for Second-Language Learning
For six-year-olds, "good" and "bad" refer to specific acts approved or disapproved of by parents. Later, the concepts of "good" and "bad" expand to such ideas as helping or hurting, and being fair or unfair.	The teacher should clearly identify acceptable and unacceptable behaviour, and should avoid categorizing children as "good" or "bad".
Towards the end of this age group, children are making moral evaluations about rightness and wrongness.	Pupils want to express their views on the rightness or wrongness of their own or other children's actions.
Situations relevant to moral questions at their level interest these children.	An involvement in making moral decisions will lead to real communication for these children. Some activities involving Kohlberg questions can be carried out in simple French.
Six-year-olds learn through sensory experiences and by working with their hands.	Learning activities should be manipulative, if possible. For example, pictures and labels or shapes, such as body parts, to be combined should be cut out on Bristol board cards which can be handled.
At age six, children know simple mathematical concepts about such things as geometric shapes and classification. At age seven, they can do addition and subtraction. At age eight, they understand simple fractions.	Teachers should consider: • playing simple mathematical games in French; • developing classification activities using known vocabulary; • working with the metric system.
By age eight, most children can read and write and understand the concept of measurement.	Reading and writing in French can be introduced once children have acquired these skills in English.
By age eight, they can also tell time.	Large clocks and calendars can be used to teach time and dates. The improvising of dialogues and skits and the watching of TV and videotape programs and movies are suitable activities.
Dramatic play is still a favourite activity, and this age group enjoys watching TV and movies. These children:	Teachers should:
• are interested in clothes and in choosing and buying new ones;	• teach the names of articles of clothing in French and have the children act out a shopping trip;
• can help at home by setting the table, making beds, and tidying their rooms;	• use this as material for skits and role-playing;
• use the telephone well;	• encourage practice in conversation using toy telephones;
• enjoy nonsense rhymes and like to memorize them;	• introduce *comptines*, especially humorous ones;
• can enjoy jokes and riddles but do not like to be laughed at;	• use *devinettes*;
• like pictorial magazines, records, and audiotapes;	• turn some dialogues into radio plays, using the tape recorder;
• towards the end of this age group learn from the mistakes of others and like to catch the teacher in an error;	• use the children's errors as opportunities for extending learning; • accept correction gracefully;
• like to have the teacher take part in their activities and games.	• join in the children's games and songs and have individual pupils adopt the role of teacher from time to time.

Later Childhood: Boys of 9, 10, and 11; Girls of 9 and 10

Summary

Under normal conditions, children in this age group are eager to learn; they particularly enjoy science and the study of the world around them.

The peer group is important, but children of this age recognize and follow willingly good leadership from the teacher.

Boys tend to be more physically active than girls. This may reflect our cultural expectations.

There are opportunities at this stage to cultivate the skills, understandings, and attitudes that these children will need in the next stage of their development. They should be helped to develop self-confidence as they approach adolescence.

Characteristics of the Pupil	Implications for Second-Language Learning
Physical These pupils: • play organized games – baseball, hockey, volleyball, soccer; • are more competitive as group members than as individuals; • can write legibly, play musical instruments, and make models, illustrations, and collections, because their fine muscle co-ordination has developed.	Teachers should: • use simulations that resemble these games to add interest to classroom activities; • plan group games, practice, and dramatizations; • provide pupils with opportunities for transcribing and illustrating. Occasionally, collections and models can be relevant to the French class. Pupils might collect, for example, the stamps, coins, post cards, or flags of the French-speaking world.
Emotional Peer-group importance increases at this age, but affection, acceptance, and recognition from adults are still necessary to satisfy emotional needs, some of which are paradoxical: belonging and independence, security and new experiences. These pupils: • like pets • enjoy camping and outdoor activities with their families, clubs, etc.; • may have a number of fears: of the unfamiliar, unpopularity, failure, death, family problems.	In the classroom, teachers must create a supportive atmosphere in which pupils can experience success. Teachers should: • use pupil interests in dialogues and situations; • never ridicule their pupils' anxieties or use intimidation or sarcasm; • reassure their pupils about their progress in the language.
Social and Moral These pupils: • will accept adult values concerning relations with other races and social classes; • show insight in discussing relationships; • may show their growing independence through rebelliousness, disobedience, back talk, or discourtesy, particularly at age eleven; • need an assured position in a group; • enjoy co-operation, but find it difficult to learn to co-operate; • will abide by group decisions;	Teachers should: • maintain pupil interest in other peoples and their way of life, gradually introducing the subject of cultural differences; • try to offer their pupils real contact with the French milieu; • have students correspond individually with pen-pals or twin their class with a Francophone class for exchanges of tapes, scrapbooks, or other class projects; • avoid sermonizing on good manners. Private talks with individuals who offend are more effective; • be patient. This is a crucial period for pupils to learn the "rules" of co-operation; • encourage pupils to help plan their own small-group work;

Characteristics of the Pupil	Implications for Second-Language Learning
• can develop tolerance, honesty, a sense of justice, and concern for the rights of others;	• use situations promoting an understanding of values;
• may be involved in conflict between the morality of the home and the morality of the peer group. The group's influence is strong in speech, manners, behaviour, and dress;	• choose for discussion situations where there is a variety of pupil opinion;
• will begin to discuss and evaluate their teachers and parents. They like a "fair" teacher and will band together in opposition to a teacher they dislike. They prefer adult supervision of games and activities to adult participation;	• be fair and friendly, but less directly involved than previously in group activities;
• adopt heroes and heroines, mostly from TV and the world of sports;	• be aware of their pupils' current heroes, and build the names of those heroes into activities to add interest;
• segregate themselves according to sex when choosing groups.	• allow pupils independence in forming groups. A boy and a girl may be embarrassed by being paired off.
Mental These pupils:	Teachers should:
• at the upper range of this age group may have a mother-tongue vocabulary of 7500 words;	• be aware of the enormous disparity between first-language and second-language skills. To motivate their pupils, they must continue to demonstrate to them that they are making progress;
• have the ability to write paragraphs;	
• may be reading more than they will at any other time;	
• need opportunities for self-expression;	
• are interested in non-fiction, for example, in factual accounts about science, other parts of the world, or the distant past;	• carefully consider these interests when choosing reading materials or topics for discussion;
• are interested in fiction related to their own age group;	
• use reading as much as direct experience to expand their knowledge of the world;	
• exhibit a great range of reading ability. Some eleven-year-olds have reached adult reading ability, while others are below grade level;	• be aware of the principles of developmental reading. The introduction of reading as a small-group activity permits grouping according to ability;
• may have reading problems that cause, or result from, emotional problems.	• discuss the problems of pupils who have poor reading skills with the pupils' homeroom teachers.
The study of culture – art, drama, and music – is not a high priority for many pupils in this age group, but they generally like to sing.	Any experiences in art, music, or drama must be active, not passive. Singing can be used to support cultural as well as linguistic objectives.
These pupils can plan for weeks ahead and can assess their own activities critically.	These pupils can take increasing responsibility for the dramatization of dialogues and *saynètes* and can plan to present their performances in finished form before an audience.

Pre-adolescence: Boys of 12 and 13; Girls of 11 and 12

Summary

Within this age group, young people experience a sudden spurt in physical growth. Associated with this leap towards physical maturity are a number of characteristics over which they do not have complete control. The physical changes of this period preoccupy young people. Moods are apt to change momentarily.

Girls are more than a year ahead of boys through this period of physiological change. Individuals of both sexes enter this stage and proceed through it according to their unique timetable. As a result, a great variation in weight and height is normal in groups of the same chronological age. Some early-maturing girls and late-maturing boys encounter difficulties in their relationships with their peers. The peer group is more influential than are adults at this age.

Characteristics of the Student	Implications for Second-Language Learning
Physical Before the physical changes, most students are co-operative, dependable, and pleasant to have in class. During their growth spurt, they *may* change in their attitudes and be less co-operative. Boys, in particular, tend to be restless and fidgety.	Teachers must be conscious of these physical changes. Close co-operation between the French teacher and the homeroom teacher is indispensable to help students through this stage. The pressure and tension of active participation in the French classroom must be relieved by humour, by a variety of activities, and by planned listening and reading sessions.
Emotional Students in this age group are developing at varying speeds. This age has many frustrations: lack of social skills, physical co-ordination that is not up to adult level, loneliness, conflicts between the values of parents and peers. Young people have so many uncertainties and insecurities that it is difficult for them to accept criticism. Autonomy is an important goal of this age group.	Teachers should be conscious of these behaviour patterns, and try to understand the students' point of view.
Social and Moral These students: • work better in groups than as individuals;	Students can prepare French skits, plays, or choir recitals for an assembly.
• have developed team spirit, and willingly submerge personal ego for the good of the group;	
• wish to be self-reliant and work independently of adults;	Some parts of the language program may be individualized.
• are capable of the critical evaluation of another individual's work.	It is possible to create worth-while competition between groups in speaking activities such as interviews, weather or sports reports, news summaries, and skits.
The peer group exerts a strong influence on the pre-adolescent's social behaviour. The influence can be strongly positive, but it can also occasionally be negative.	It has been established that teachers who are optimistic about their students' capabilities get better results than teachers who are doubtful. Confidence in students is essential in language teaching.
These students demonstrate that they are developing personal value systems and have firm ideas about honesty, work, social responsibility, simple justice, and sportsmanship.	Discussions on values can be exciting and permanently beneficial. Hypocrisy, cheating, and bragging are some of the issues on which this age has decided views. Newspapers or newscasts often contain events that can spark a debate.
At this age, individuals intensify their search for a personally relevant meaning in life.	Some reading selections should reflect this seriousness. Class discussion should provide opportunities for the expression of individual points of view.

Characteristics of the Student	Implications for Second-Language Learning
Mental The students' brain development is almost complete. They can now begin to use simple scientific problem-solving skills.	Teachers can make appropriate use of the cognitive approach to develop generalizations and grammar concepts.
These young people are becoming increasingly aware of the issues in the world beyond their community. They often lack only the experience and knowledge to deal with them.	Situations created to introduce or provide practice in structures and vocabulary should reflect the real world. Current events in Quebec and our relations with countries of the French-speaking world, as well as the socio-economic conditions and transportation systems of these countries may interest this age group. French magazines published for pre-adolescents should be made available. Specific sections of French-language newspapers, such as those dealing with sports and entertainment, and some radio and TV broadcasts will be of interest to these students.
Reading is still a major interest for these students. Individual tastes in reading begin to emerge at this age.	A great variety of reading material is necessary. Teachers should encourage students to use libraries and other community resources to satisfy their special interests.
These students: • like things that are funny; • are developing a sophisticated sense of humour; • may like expressing their thoughts in diaries, poetry, and letters.	Teachers can make use of cartoons, farces, and parodies of TV commercials. At this age students become adept at sarcasm, which should be limited to constructive uses in the classroom. These interests can provide a motivation for creative writing.

Adolescence: Boys of 14, 15, and 16; Girls of 13, 14, and 15

Summary

Girls at fourteen and boys at fifteen look more like adults than children. However, they are not yet mature or emotionally stable. Periods of moodiness may last longer than in early adolescence. Both sexes are self-conscious about their appearance; they dress to conform to the group, and they place a new emphasis on good grooming.

One of the main concerns of this age range is working out a satisfactory relationship with people in general, and particularly with members of their own age group. This is often the most stressful period of the teens.

Some of the most bewildering problems of adolescents arise over conflict of values with parents, conflicts that are heightened by the radical social changes that have occurred since the parents themselves were teenagers.

Characteristics of the Student	Implications for Second-Language Learning
Physical Sports activities popular with this age include basketball, bicycling, horseback riding, hockey, football, skating, skiing, swimming, and volleyball. The interest in sports declines towards the end of this age range and is supplemented by an interest in social activities.	Modules on sports can be designed. French-language radio and TV sports broadcasts are useful.
Social and Moral Some of the areas of social life in which students are interested include:	
• entertainment, particularly pop music, record collections, movies, and TV;	These interests, supported by pertinent reading material, can provide subjects for discussion and written assignments. Students can be introduced to the *chansonniers* and popular music groups of French Canada.
• choosing friends; • social dancing, parties, and dates; • part-time jobs and spending money; • clothes; • cars; • drugs, including alcohol and tobacco; • school achievement;	Teachers can organize French clubs, possibly with a view to producing a variety show or play. Part of the clubs' time should be devoted to social and recreational activities.
• games, such as checkers, chess, and cards;	Students should be taught the necessary vocabulary for playing these games in French. Some board games, such as Monopoly, Mille Bornes, or Scrabble are available in French.
• talking with friends, especially on the telephone.	
At this period, young people make an increasing number of their own decisions regarding right and wrong conduct.	Panel discussions, debates, and "buzz groups" are good techniques for making use of the strong intrinsic motivation of value questions. An insistence on absolutely correct speech will inhibit spontaneity.
Mental At this age the amount of time students spend in reading decreases; they are more interested in reading magazines than they were formerly.	Reading materials should include anthologies and magazines.
Radio becomes more popular than TV.	Courses with an emphasis on aural comprehension might interest fifteen- or sixteen-year-olds to enable them to understand modern popular songs, news and sports broadcasts, and French films.

Characteristics of the Student	Implications for Second-Language Learning
Sixteen is the age when students can obtain their driver's permit.	A module on the highway code or on a comparison of the codes of Ontario, Quebec, and France could be both practical and interesting.
From age fourteen on, student interest in careers increases.	Discussions or compositions could be based on student interest in careers.
Some students are already keenly interested in developing a special talent, in an area such as athletics, ballet, drama, music, or art.	Biographical and fictional material related to such topics should be available for extensive personal reading.

Bibliography

Reference Works for Teacher Use

References on teaching techniques are listed in Part III and those on evaluation in Part IV. The language references listed here are organized according to the following three categories: dictionaries (general and special-purpose), grammars, and texts on pronunciation.

This list is neither prescriptive nor exhaustive. Teachers will often have other favourite sources of information. Not all of these books will be found in a French classroom, nor in a secondary school's modern language department reference collection. A representative sample of books from the various categories might, however, form the nucleus of such a collection.

The letter (C) following an entry indicates that the book is particularly useful for difficulties encountered in Canadian French. An asterisk (*) preceding an entry indicates that phonetic transcription is used to indicate pronunciation.

Dictionaries

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Grammars and Commentaries on Grammatical Problems

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Reference Works for Student Use

Note: Some of the books listed above might be suitable for use by students at an advanced level, or for students with particular interests or special assignments. However, the works listed below will be of more immediate use to students.

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- dictionaries and encyclopedias that are too expensive for school libraries, but that are authoritative references that could be consulted in university libraries to resolve specific questions;
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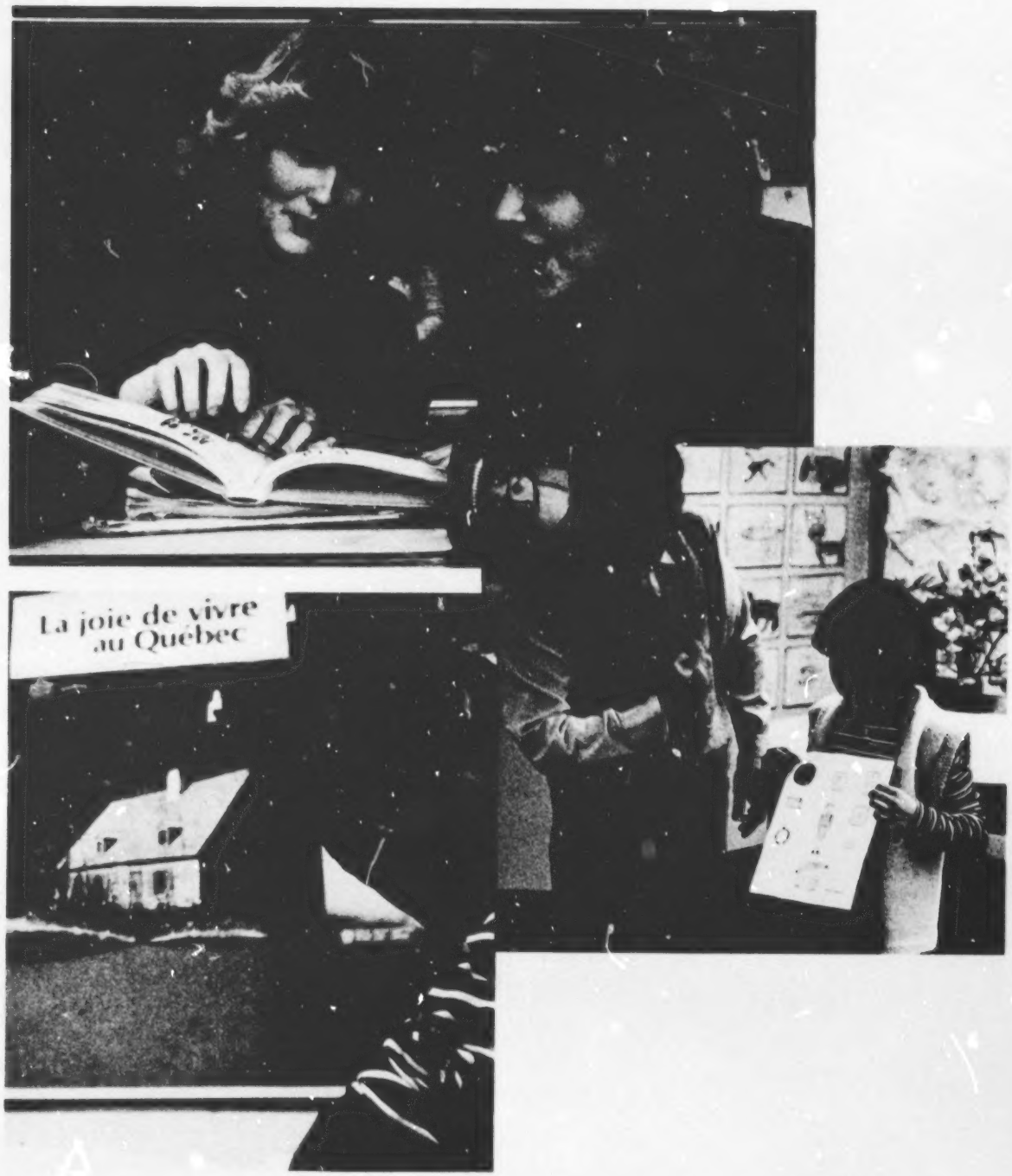
Glossary



affective. Referring to the feelings; emotional.

alibi. In this game two students leave the room and plan an alibi for a crime that has been committed by one of them. They are summoned back to the classroom separately and questioned by the class. On the basis of their answers the class must decide which one of them is guilty.

articulation (linguistic). The production of, or the movements that produce or modify, the sounds of speech.

articulation (organizational). The planned connection between successive grades or divisions of the educational system.

Attention!/Alouette/Pamplemousse. In this game a number between one and nine is chosen. Students then begin counting off in order, and each time the chosen number occurs (as a single numeral, as part of a two- or three-digit number, or as a factor of a number) the student whose turn it is says "Attention! / Alouette! Pamplemousse", instead of the number. If a student says the number, he/she drops out of the game, and the following player begins with *"un"*. The pace must be fast, and the chosen number changed frequently.

baseball. In this game the class is divided into two teams. The students in the team "at bat" must answer questions pitched by the teacher or members of the opposing team. Each question correctly answered represents a one-base hit. When three students have answered incorrectly, their team is out, and the other team takes its turn "at bat".

bingo. In this game each student is given a card that is made up from parts of a set of numbers, words, or pictures. The teacher or a student calls out a number or word, and the students whose cards contain the item called cover the corresponding square on their cards. Play continues until a student has covered all the items in one row or perhaps the entire card.

board games. These include teacher-prepared or commercially produced games such as Scrabble that are played on a printed board.

charades. Students, in teams, mime the meaning of a word or expression. They may act out separate syllables or attempt to portray the meaning of the entire expression, as in the case of a song or book title. The opposing team or teams guess the expression.

Chasse au trésor. In this game one printed clue leads to another, and students follow the trail to the object sought.

cinquain. A stanza of five unrhymed lines, consisting of the following:
line 1: one word or phrase, a noun, that is the topic of the poem;
line 2: two words, both adjectives, that describe the topic;
line 3: three words that describe action(s) taken by the noun;
line 4: four words that describe feeling(s) or reaction(s);
line 5: one word that is a synonym of the noun in line 1.

Example

Amour,
Doux, tendre,
Berce mon coeur,
Asile de mes rêves,
Joie.

Cloze technique/test. A test of reading made by deleting a word at regular intervals in the body of a given passage of at least 250 words and leaving a space in which the student writes the word he/she believes was deleted. The first and last sentences of the passage are left intact to provide a context.

cognate. A word that is related to one in another language because the two words have a common source.

cognitive. Pertaining to the mental functioning involved in perceiving, knowing, and understanding.

colloquial language. The language used in everyday informal talk, but not in formal speech or writing.

communicative competence. The ability to use a language functionally for real communication. This ability entails a knowledge of usage.

comptine. A "counting-out" rhyme used by children, for example, to choose the person who will be "it", as in "Am, stram, gram . . .".

Example

(1,2,3)	Les petits soldats,
(4,5,6)	qui font l'exercice,
(7,8,9)	des pantalons neufs,
(10,11,12)	ils seront tous rouges.

Concentration. In this game six or more pairs of language-task cards (for example, questions and corresponding answers, or pictures and matching vocabulary) are mixed and spread face down. Students work in groups of two or three. The first player turns up a card, gives the required answer, and then turns up a second card. If the two cards

match, the player collects them and continues as long as he/she picks up matching pairs for which he/she can give the correct answer. If the player does not find a matching pair, he/she returns the cards, face down, to their original positions and loses his/her turn. It is then the next player's turn to find a pair. The winning player is the one who has collected the most pairs.

content questions. Questions based on the ideas contained in a given passage, rather than on the grammatical or structural aspects of the passage.

criterion-referenced test. A test in which an individual's performance is assessed relative to a certain standard, rather than to that of other individuals or to an average for a group.

curriculum. All educational experiences for which the school is responsible.

decoding (reading). The process of translating printed or written symbols into the spoken word.

deductive method/approach. Inferring from a general rule or principle; reasoning from general laws to particular cases.

dehydrated sentences. Sequences of words that will form complete sentences when reorganized by the student so that they contain proper agreement and word order.

determiner. A word belonging to a group of noun modifiers, generally considered to include articles, demonstratives, possessive adjectives, and a few other words such as "any", "both", "several", and "whose", that occupy the first position in a noun phrase or the second or third position after another determiner.

devinette. In this activity students answer questions in the form of riddles to identify a word or short expression.

diagnostic test. An examination intended to determine specific weaknesses and strengths of pupils as a basis for remedial measures.

dictée. A dictation. Words said or read aloud to be written down.

dictée à trous. A passage in which certain words or phrases have been omitted. Students fill in the blanks as they listen to the passage being read to them.

dramatization. The recasting of a story or other material not already in dramatic form into the form of a play or drama.

extensive reading. 1. Wide reading, covering much material. 2. Reading for main thoughts rather than for details or the mechanics of expression. Usually done with less teacher assistance than is intensive reading.

faux amis. Words that, because of their similarity in spelling to words in another language, may be falsely interpreted to have the same meaning, for example, *hurler, lecture, sensible.*

form-class word. A word that fits interchangeably with others in a specific structure. This category includes nouns, verbs, adjectives, and adverbs.

form poems. Poems that are composed according to a specific formula, which might indicate the number of syllables, words, or lines, and/or the type of vocabulary to be used (e.g., the cinquain).

formative evaluation. Assessment that seeks to improve the learning/teaching system by providing information from test results that can illustrate the effectiveness of teaching methods or highlight learning difficulties.

la francophonie. The French-speaking regions of the world, considered as a whole. Thus, France, French Canada, and French-speaking countries in Africa, Europe, and other parts of the world collectively make up *la francophonie.*

function word. A word such as a preposition that does not describe a thing, quality, or action, but that is used only to convey a grammatical relationship.

grapheme. The written representation(s) of a sound. For example, the sound [e] in French has at least seven different graphemes: *-é, -er, -ez, -et, -ed, -es, -ef.*

guided composition. A technique used to develop active speaking and writing skills by requiring the student to create a composition based on given vocabulary, questions, or illustrations.

guideline. The curriculum framework issued by the Minister of Education within which courses of study are developed at the local level to meet the needs, interests, and aptitudes of students.

Guillotine/Le pendu. In this game students have a set number of chances to identify a word by guessing its letters. A correct guess is entered in the appropriate space. Each wrong guess results in another part of the body being added to the figure being hanged.

haiku. A Japanese verse form consisting of three lines of five, seven, and five syllables respectively.

inductive method/approach. Reasoning from particular facts or examples to a general rule or principle.

intensive reading. 1. Reading confined to a limited amount of material. 2. Careful reading, with attention paid to details of content, grammar, meaning, mechanics of expression, etc.

Je fais ma valise. In this game the first player says *"Je pars pour _____. Je fais ma valise, et dans ma valise je mets _____,"* naming a destination and an item. Each subsequent player must repeat the whole list of items and add one more item to the list.

Je pense à quelque chose. In this game the teacher or a student asks the class to identify an object he/she is thinking about. The only information given is one identifying characteristic of the object. For students in the prereading stage, this might be the colour of the object. For those who have learned to spell, it might be the first letter of the name of the object. The students have a limited number of chances to guess correctly.

Je vois de mon petit oeil. See ***Je pense à quelque chose.***

Kim's Game. A memory game in which players are shown a number of objects for a limited time. The objects are then covered or removed, and players attempt to remember as many of them as they can. The answers may be given either orally or in writing.

Kohlberg questions. A teaching strategy widely used in moral/values education. A group of students is confronted with a situation in which they have to make a moral judgement. They debate the alternatives to arrive at a decision. The technique is very useful for encouraging expressions of personal opinion.

language-experience approach to reading. This approach makes use of individual and group compositions created in class, from the students' experiences, for the teaching of reading.

language practice. A formalized drill using the vocabulary and structures that students have acquired.

language study. The presentation of the language as a structure and vocabulary system. The student is made conscious of what he/she is learning through an analytic approach.

language use. The integrated, functional use of language for communication.

level. In reference to courses offered in secondary schools, "level of difficulty". Courses may be offered at one or more of the following levels: the modified level, the basic level, the general level, and the advanced level.

liaison. The pronouncing of a usually silent final consonant by joining it syllabically to a following word that begins with a vowel or mute *h*.

manipulation. Practice in the use of structures or vocabulary in drills that require replacing or transforming elements.

mastery. The attainment of the criterion level prescribed. Students may acquire either a formal or a functional use of the material presented, as required.

module. A package of material, generally based on a specific theme. It often contains slides, tapes, and/or realia.

Moon Walk. In this game players must decide which items, from a list provided, they would take with them on a trip to the moon. Only a limited number of items may be chosen, and choices must be justified.

Mots cachés. In this game words are hidden in a grid, and students are instructed to find them. The hidden words may be spelled horizontally, vertically, or diagonally and either forwards or backwards. The spaces on the grid not occupied by the hidden words are filled with distracting letters. Students circle the words as they find them. They may also be asked to write a list of the words they have found.

mots de la même famille. Words that are derived from a common root and that have a semantic association, for example, *enfant, enfantin, enfance, enfantillage.*

norm-referenced testing. Testing that seeks to compare an individual's performance with normal or average performances for a whole group of similar individuals.

Oh! Canada. A game kit available free of charge from the Commissioner of Official Languages or from the Ministry of Education, Ontario.

Passive and active skills. See **receptive and expressive skills.**

personalization. Having an individual student manipulate familiar material (structures and vocabulary) to express personal needs and opinions. This is an essential step for students in achieving functional command of the language involved.

phonemic accuracy. The production of language sounds without distorting meaning. An utterance is phonemically acceptable if it is comprehensible to native speakers of the language. It is, for example, phonemically inaccurate to say [tu] for [ty], because the two words have different meanings.

phonetic accuracy. The production of language sounds that are indistinguishable from the pronunciation of native speakers.

program. A set of one or more courses; for example, a student program, a school program, a French program, a Senior Division program, a summer school program. In the Ministry of Education document *Teaching and Learning French as a Second Language* (Toronto: Ministry of Education, Ontario, 1977), three types of instructional program in French as a second language are described: Core, Extended, and Immersion programs.

Qui suis-je? In this game a student describes a historical figure, a well-known contemporary, or simply someone in the classroom. The other students try to guess the identity of the person described. The more guesses required to identify the figure, the lower the score for those who are guessing.

realia. Such non-linguistic elements of culture as pictures, posters, brochures, post cards, maps, newspapers and periodicals, coins, stamps, clothing, and jewellery.

receptive and expressive skills. There are four generally accepted language skills: listening, speaking, reading, and writing. Of these, listening and reading are considered the receptive skills, and speaking and writing the expressive skills. The skills are sometimes described as passive (receptive) and active (expressive). It does not necessarily follow that the learner is totally passive while listening and reading; rather he/she is not involved in language production while engaged in these activities.

recognition reading. Reading in contexts that have already been experienced through listening and speaking.

recombination reading. Reading in contexts that put together known structures and vocabulary in new ways.

role-playing. An instructional technique involving the portrayal (acting out) of a situation, condition, or circumstance by selected members of a learning group.

saynète. A playlet, sketch, or short comedy.

scrambled sentences. Sentence elements presented as disordered fragments. Students are required to rearrange the elements to produce logical sentences.

sight reading. The act of recognizing and understanding words and sentences in meaningful contexts that have not been seen previously.

Simon dit. In this game students respond to commands only if the command is preceded by *"Simon dit . . ."*. If a student performs an action that Simon has not told him/her to do, he/she drops out of the game. A fast pace is essential.

simulation. In learning and training, the act of making the practice and materials as near as possible to a real situation in which the learning could be applied.

sound-symbol relationship. See **grapheme.**

standard French. A common language that can be understood throughout the entire Francophone world, although individual linguistic communities may differ somewhat in vocabulary and pronunciation.

strip stories. A series of uncaptioned pictures or drawings for which students supply descriptions. Taken in sequence, these descriptions form the outline of a story.

Suivez la piste. In this game students are given verbal or written clues that lead to the discovery of a hidden object. Each clue instructs the finder to proceed to another point.

summative evaluation. Evaluation at the conclusion of any educational plan or activity to determine the effectiveness of the activity.

thematic approach. A teaching approach that organizes subject matter around broad themes.

Tic-tac-toe. This game is played in pairs. If a student correctly answers a question, he/she gets to place an X or O on a square grid containing nine spaces. Three X's or three O's in a straight line win the game. Each player tries to block his/her opponent.

transcribe. To copy in writing.

transformation. Altering the form or function of a sentence by the addition or rearrangement of the sentence's elements.

Vingt questions. In this game one player chooses an object or person and tells the group only that the item he/she has selected is "animal, mineral, or vegetable". The other players have twenty questions in which to identify the mystery object or person. Only questions that can be answered by "*oui*" or "*non*" are permitted.

Whisper Game. In this game a group of students forms a circle. One student whispers a word or a short message in the ear of his/her neighbour. This student whispers it to the person on his/her left, and so on, until the message has come full circle to its point of origin. It is then compared with the original message.

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